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 10, 2024, 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 TASB Board Policy Update 123 2
6. Report/Discussion Items
    A. Report and Discussion of STAAR and End of Course Exam Data 71
    B. Discussion of 2024-2025 ECISD Campus Improvement Plans 72
7. Possible Request for Approval to Move to Closed Meeting - 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 on a matter in which the duty of the Attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings.] (Discussion of an individual Board members' authority and role in dealing with community inquiries and/or complaints.)
8. Closing Remarks by Superintendent
9. Adjournment

DISCUSSION OF TASB BOARD POLICY UPDATE 123

BBD(LOCAL): BOARD MEMBERS – TRAINING AND ORIENTATION

HB 3033 authorizes the attorney general to require trustees to complete training on the Public Information Act if the attorney general finds that there has been a violation of the Act. Language is recommended to make clear that this training after a violation cannot be delegated to the district's Public Information Act coordinator.

BBFA(LOCAL): ETHICS – CONFLICT OF INTERESTS DISCLOSURES

Language is recommended to clarify that a trustee's ethical duty to disclose a financial or other personal interest in board transactions goes beyond the statutory conflicts of interest set out in state and federal law. The added language serves to demonstrate a commitment to avoid undue influence, increase transparency, and avoid the appearance of impropriety in public dealings.

CCGB(LOCAL): AD VALOREM TAXES – ECONOMIC DEVELOPMENT

Substantial changes are recommended to remove provisions addressing expired laws related to Tax Code Chapter 313 agreements.

CKC(LOCAL): SAFETY PROGRAM/RISK MANAGEMENT – EMERGENCY PLANS

A section on Notice Regarding Violent Activity is recommended to comply with legal requirements. Administrative procedures must be created to align with TEA's model standards.

CKEA(LOCAL): SECURITY PERSONNEL – COMMISSIONED PEACE OFFICERS

Significant revisions are recommended to the CKE policy series to promote compliance and clarification with HB 3 and other legal requirements. As Education Code 37.081 covers both police authority and duties, the margin note has been edited to clarify the scope of the policy language. The section on temporary assignments has been incorporated into Limitations on Nonschool Employment to account for possible off-duty officer use by both the district and other agencies. A section on Interlocal Agreement has been added to note that district police officers will function within the scope of the agreement. Other edits have been made for consistency with policy style.

CQC(LOCAL): TECHNOLOGY RESOURCES - EQUIPMENT

This new local policy is recommended to meet the legal requirement for the board to adopt a policy for the effective integration of digital devices in the district. The policy language adopts the model health and safety guidelines developed by TEA and the Health and Human Services Commission and clarifies that the superintendent must develop regulations for implementation.

DCE(LOCAL): EMPLOYMENT PRACTICES – OTHER TYPES OF CONTRACTS

Revisions at Termination During Contract Term are recommended to specify that an employee may request a hearing before the board to appeal discharge during the contract period and to differentiate between terminations during and at the end of the contract term.

DGBA(LOCAL): PERSONNEL – MANAGEMENT RELATIONS – EMPLOYEE COMPLAINTS/GRIEVANCES

Extensive revisions within the CKE policy series necessitated an update to the cross-reference in the list of other complaint processes. Also, to accommodate planned restructuring of policy DIA, we have revised the references to that code in this policy to reflect the DIA series. No other changes have been made to this policy.

EEH(LOCAL): INSTRUCTIONAL ARRANGEMENTS – HOMEBOUND INSTRUCTION

TEA's revisions to the Student Attendance Accounting Handbook (SAAH) prompted recommended updates to this policy. Students may now receive homebound services for psychological, as well as medical, conditions. The SAAH also indicates that the weeks of confinement due to a medical or psychological condition do not need to be consecutive to qualify. The policy language has been updated to reflect this change.

EF(LOCAL): INSTRUCTIONAL RESOURCES

As explained at EF(LEGAL), above, this local policy addressing instructional resources is being deleted. New local policies to address instructional materials and library materials separately are included at EFA and EFB.

EFA(LOCAL): INSTRUCTIONAL RESOURCES – INSTRUCTIONAL MATERIALS

The enclosed policy regarding instructional materials is recommended to coordinate with the policy addressing library materials at EFB(LOCAL). The provisions previously housed at EF(LOCAL) have been moved to this code with the following revisions:

- At Selection, a clarification has been made to reflect that instructional materials must be chosen in accordance with stated objectives and administrative regulations and may include items from the State Board of Education list.

- At Reconsideration of Instructional Materials, the list of individuals who can submit a request for re consideration has been revised. This change is recommended to align with the list provided in the new EFB(LOCAL), which permits an employee or parent or guardian to submit these requests.

EFB(LOCAL): INSTRUCTIONAL RESOURCES – LIBRARY MATERIALS

This recommended policy aligns with changes to the Administrative Code and the new collection development standards for school libraries as a result of HB 900. Please review the following information in your policy:

- The location of the form for formal reconsideration;

- The position title for the person responsible for appointing the reconsideration committee; and

- The number of days allocated for appointing the committee, providing the material for review to the committee, and completing the committee's final report.

FNG(LOCAL): STUDENT RIGHTS AND RESPONSIBILITIES – STUDENT AND PARENT – COMPLAINTS/GRIEVANCES

Extensive revisions within the CKE policy series necessitated an update to the cross-reference in the list of other complaint processes. Also, to accommodate planned restructuring of policy FFH, we have revised the references to that code in this policy to reflect the FFH series. No other changes have been made to this policy.

GF(LOCAL): PUBLIC COMPLAINTS

Extensive revisions within the CKE policy series necessitated an update to the cross-reference in the list of other complaint processes. No other changes have been made to this policy.

TASB Policy Update 123

- Includes revisions to legal policies based on legislative and regulatory changes
- Revisions are recommended to 14 local policies.

Recommended Local Policy Revisions Address:

- Board Member Training & Orientation
- Board Member Conflict of Interest Disclosures
- Economic Development: Chapter 313 Agreements
- Emergency Plans
- Security Personnel
- Technology Equipment
- Other Types of Employment Contracts: Non-Chapter 21 Employee Contracts
- Homebound Instruction
- Instructional Resources & Library Materials

BBD (LOCAL)

BOARD MEMBERS: TRAINING AND ORIENTATION

- HB 3033 authorizes the attorney general to mandate training for trustees on the Public Information Act if a violation is found.

- Specifies that this mandatory training cannot be delegated to the district's Public Information Act coordinator.

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Public Information Coordinator	The Superintendent shall fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board members, the training specified by Government Code 552.012. [See GBAA]
After Election or Appointment	
After a Violation	A Board member who receives written notice from the attorney general that the member must complete Public Information Act (PIA) training described by GBAA(LEGAL) following the District's failure to comply with a PIA requirement shall complete the training within the timelines described in law. The completion of the training in response to such a notice cannot be delegated.

BBFA(LOCAL)

ETHICS: CONFLICT OF INTEREST DISCLOSURES

- Recommends clarifying that a trustee's ethical duty to disclose financial or personal interests in board transactions surpasses statutory requirements in state and federal law.

- The added language aims to demonstrate a commitment to avoiding undue influence, increasing transparency, and preventing the appearance of impropriety in public dealings.

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In addition to disclosures required by law, a Board member shall disclose to the Board any personal financial interest, business interest, or obligation or relationship that in any way creates a potential conflict of interest with a vote on a pending matter.

A Board member shall not use coercive means or promise special treatment in order to influence Board or District decisions, nor use the member's position to seek personal advantage. [See also BBF(LOCAL)]

Annual Financial Management Report

Each Board member shall provide to the District in a timely manner information necessary for the District's annual financial management report. [See CFA]

CCGB(LOCAL)

AD VALOREM TAXES: ECONOMIC DEVELOPMENT

- The Texas Economic Development Act, Tax Code Chapter 313, Subchapters B and C, expired on December 31, 2022.

- A limitation on appraised value approved before the expiration continues in effect according to the law as it existed immediately before its expiration, and the law is continued in effect for purposes of the limitation on appraised value.

- Changes are mostly deletion of language related to procedures for placing a new application under this Act.

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CKC(LOCAL)

SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

- A Notice Regarding Violent Activity section is recommended to comply with legal requirements. Administrative procedures must be created to align with TEA's model standards.

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Notice Regarding Violent Activity

~~4.~~ The Superintendent shall develop procedures to notify parents regarding violent activity that has occurred or is being investigated at a campus or other District facility or at a District-sponsored activity.

CKEA(LOCAL)

SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

- The CKE policy series has undergone significant revisions to ensure compliance with HB 3 and other legal requirements.
- Changes include:

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  - Updated “Police Authority” subsection to reflect “Police Authority and Duties”
  - “Limitations on Non-school Employment” subsection revised to emphasize officer’s duty to enforce all laws while working off-duty or temporarily assigned to another agency
  - New section outlines the operation of this policy under interlocal agreements with other agencies
  - Edits made for policy style consistency and clarity

CQC(LOCAL)

TECHNOLOGY RESOURCES: EQUIPMENT

- New Policy
- Fulfills the legal obligation of adopting a policy for integrating digital devices effectively in the district.
- The policy incorporates TEA and Health Services Commission health and safety guidelines and stipulates that the superintendent will devise implementation guidelines.

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TECHNOLOGY RESOURCES
EQUIPMENT

CQC
(LOCAL)

With this policy, the Board adopts the model health and safety guidelines for the effective integration of digital devices in schools that have been developed by the Texas Education Agency and the Health and Human Services Commission.

The Superintendent shall develop regulations that implement these guidelines.

DCE(LOCAL)

EMPLOYMENT PRACTICES: OTHER TYPES OF CONTRACTS

- Pertains to Non-Chapter 21 Employment Contracts
- Proposed revisions to the Termination During Contract Term section aim to specify that employees can appeal termination during the contract period by requesting a hearing before the board
- Additionally, the revisions seek to differentiate between terminations occurring during the contract term and those at its conclusion.

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~~Appeal of Employment Actions~~

~~An~~Termination During Contract Term

In accordance with DCE(LEGAL), an employee may request a hearing before the Board to appeal discharge during the contract period ~~in accordance with DCE(LEGAL).~~.

An employee whose contract is not reissued at the end of the contract period may appeal in accordance with DGBA(LOCAL).

DGBA(LOCAL)

PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINT/GRIEVANCES

- Extensive revisions in the CKE policy series prompted minor updates to cross-references to other complaint processes
- Minor changes to wording
- No other modifications made to this policy

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EEH(LOCAL)

INSTRUCTIONAL ARRANGEMENTS: HOMEBOUND INSTRUCTION

- TEA’s revisions to the Student Attendance Accounting Handbook (SAAH) prompted updates to this policy.
- The revisions allow students to receive homebound services for both medical and psychological conditions.
- Furthermore, it is clarified that the weeks of confinement due to these conditions do not need to be consecutive for qualification.

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EF(LOCAL)

INSTRUCTIONAL RESOURCES

- Deletion of Policy Recommended

- In alignment with EF(LEGAL), the local policy concerning instructional resources is being removed. Instead, new local policies addressing instructional materials and library materials separately are being introduced at EFA and EFB.

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EFA(LOCAL)

INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

- New Policy
- The policy on instructional materials is now coordinated with the policy on library materials at EFB(LOCAL). Previously housed provisions from EF(LOCAL) have been moved here with revisions.
- Clarifications include selecting instructional materials in line with objectives and administrative regulations, which may include State Board of Education list items.
- Additionally, the list of individuals eligible to request reconsideration of instructional materials has been revised to allow employees or parents/guardians to submit requests.

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EFB(LOCAL)

STUDENT RIGHTS AND RESPONSIBILITIES: LIBRARY MATERIALS

- New Policy

- This recommended policy aligns with revisions to the Administrative Code and new library collection development standards for school libraries under HB 900.

- Key Component is the Process for Reconsideration of Library Materials

  - Specifying the location of the formal reconsideration form

  - The position title responsible for appointing the reconsideration committee

  - The number of days allocated for:
    - Appointing the Committee
    - Providing the material for review to the Committee
    - Completing the Committee's final report

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FNG(LOCAL)

STUDENT RIGHTS AND RESPONSIBILITES: STUDENT AND PARENT COMPLIANT/GRIEVANCES

- Extensive revisions within the CKE policy series prompted minor updates to other complaint processes
- Minor changes to wording
- No other modifications made to this policy

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GF(LOCAL)

PUBLIC COMPLAINTS

- Extensive revisions within the CKE policy series prompted minor updates to other complaint processes

- Apart from this adjustment, no other changes were made to this policy.

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Questions?

Public Information Coordinator

The Superintendent shall fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board members, the training specified by Government Code 552.012. [See GBAA]

After Election or Appointment

After a Violation

A Board member who receives written notice from the attorney general that the member must complete Public Information Act (PIA) training described by GBAA(LEGAL) following the District's failure to comply with a PIA requirement shall complete the training within the timelines described in law. The completion of the training in response to such a notice cannot be delegated.

Reporting Continuing Education Credit

The Board President shall announce the status of each Board member's continuing education credit. The announcement shall be made annually at the last regular Board meeting before the District's uniform election date, whether or not an election is held. The announcement shall be reflected in the meeting minutes and, when necessary, posted on the District's website in accordance with law.

In addition to disclosures required by law, a Board member shall disclose to the Board any personal financial interest, business interest, or obligation or relationship that in any way creates a potential conflict of interest with a vote on a pending matter.

A Board member shall not use coercive means or promise special treatment in order to influence Board or District decisions, nor use the member's position to seek personal advantage. [See also BBF(LOCAL)]

Annual Financial Management Report

Each Board member shall provide to the District in a timely manner information necessary for the District's annual financial management report. [See CFA]

Note: The Texas Economic Development Act, Tax Code Chapter 313, Subchapters B and C, expired on December 31, 2022.

A limitation on appraised value approved before the expiration continues in effect according to the law as it existed immediately before its expiration, and the law is continued in effect for purposes of the limitation on appraised value.

Texas Economic Development Act

Purpose

These provisions outline the District's procedures ~~for accepting, reviewing, and considering applications and amendments to applications, and, when necessary,~~ enforcing agreements under the Texas Economic Development Act (the Act), as set forth in Tax Code Chapter 313. [See CCGB(LEGAL)]

~~Definitions~~

~~In addition to the definitions set out in CCGB(LEGAL), the following definitions apply in this policy:~~

~~"Application review period" means the period during which the Board will consider and act on an application. The application review period begins on the application review start date and ends on the 151st day thereafter, unless the application review period is extended by Board action prior to the expiration date.~~

~~"Appraisal district" means each county appraisal district that appraises property that is the subject of an application.~~

~~"Large project application" means an application for which the qualified investment exceeds $300,000,000.~~

~~**Filing an Application**~~

~~In the form and formats required by the comptroller, an applicant shall file with the Superintendent the original and copies of the completed application along with a searchable electronic copy certified to contain information identical to the original hard copy. [See CCGB(LEGAL) at Required Contents and Format]~~

~~The Superintendent shall hold any incomplete applications or applications submitted without the full application fee until the application is properly completed and the application fee is paid. The Superintendent's determination of whether an application is complete shall be final.~~

~~Confidentiality of Applicant Information~~

~~If the Board decides to consider an application, information provided in connection with an application will not be considered confidential except as allowed by law. [See CCGB(LEGAL) at Confidential Business Information]~~

~~Amending an Application~~

~~An applicant may seek to amend an application at any time prior to final Board action on the application. If an amended application is filed within 60 days of the end of the application review period, the application review period shall be extended automatically to the 61st day after the date on which the last amended application is filed, unless the Board takes action to extend the application review period otherwise.~~

~~The Superintendent shall review and forward to the comptroller any amended application or supplemental information on receipt.~~

~~Standard Application Fee~~

~~An applicant shall pay a standard application fee of $75,000 to the District to cover the District's costs in processing and considering the application. This fee is nonrefundable except as set forth in this policy:~~

~~1. For large project fees after the initial fee submission; or~~

~~2. If the application is rejected after an initial Board review.~~

~~The standard application fee does not include any amount charged by the comptroller to the applicant for the comptroller's economic impact evaluation.~~

~~*Large Project Application Fee*~~

~~For a large project application, the Board may set an application fee higher than the standard application fee if the analysis or evaluation of the application warrants a higher fee. In this case, the applicant shall initially submit the standard application fee. If the Board sets a higher fee, the applicant may withdraw its application and any fee submitted if the applicant disagrees with the higher fee.~~

~~**Processing an Application**~~

~~Upon receipt of an application and application fee, the Superintendent shall:~~

~~Before Initial Board Review~~

~~1. Send the applicant written confirmation of receipt of the application and application fee.~~

~~2. Review the application and, as necessary, require the applicant to submit additional and/or supplementary information, including all required schedules.~~

~~3. Within seven days of receipt of a completed application, submit the application to the comptroller, together with any economic analysis of the proposed project submitted by the applicant.~~

~~4. Obtain necessary conflict of interest disclosures. [See BBFA(LEGAL)]~~

~~Initial Board Review~~

~~As soon as practical after an application is filed, the Board shall conduct an initial review of the application during which the Board may consider the Superintendent's recommendation and written or oral presentations concerning the application.~~

~~If, after the initial review, the Board determines that the application is not in the best interests of the District, the Board shall reject the application and return to the applicant the application fee, less any necessary and reasonable costs of the initial review.~~

~~If the Board accepts a large project application for further consideration, the Board may set an appropriate fee in accordance with this policy.~~

~~After Initial Board Review~~

~~If the Board elects to consider the completed application, the Superintendent shall:~~

~~1. Deposit the application fee and provide required written notice to the applicant and comptroller, with a copy to the appraisal district, that the District has received and will consider the completed application;~~

~~2. Deliver to the comptroller a copy of the application and required material along with a request for an economic impact evaluation;~~

~~3. Accept on behalf of the Board any amendments or supplements submitted by the applicant, and transmit copies to the comptroller within seven days of receipt;~~

~~4. Direct appropriate District personnel to create a link from the District's website to the location on the comptroller's website where copies of applications are posted;~~

~~5. Within the time allowed by law, provide all required supplemental information necessary to assist the comptroller and the Texas Education Agency (TEA) with the required analyses;~~

~~6. On receipt, provide the applicant and District consultants with a copy of the economic impact evaluation and the school facilities impact analysis;~~

~~7. Work with the applicant and District consultants to provide the District and the comptroller with copies of the proposed agreement in a timely manner [see CCGB(LEGAL) at Continued Eligibility];~~

~~8. Take all action necessary or required to process the application;~~

9. Not later than 151 days after the application review start date, present to the Board an agreement for final approval or a request for extension of the application review period;

10. If an extension of the application review period is requested, report each such request to the comptroller within seven days of the decision to grant the extension; and

11. After Board action on the application, if any, transmit all necessary and required information to the comptroller, the applicant, and the appraisal district.

District Consultants

On retention by the Board, District consultants, including legal counsel, shall review the application to ensure it includes all required information. District consultants shall also begin an analysis of the application, consider any legal implications of the application, draft and negotiate an appropriate revenue protection agreement, and evaluate the analyses from the comptroller and TEA on receipt.

District consultants shall be paid for services from the application fee and shall complete their analyses in time to assist the Board, as appropriate, in its initial review or final determination on the application.

Board Action on Application

Completed applications may be considered for approval by the Board only after completion of the economic impact evaluation and the school facilities impact analysis and receipt of the comptroller's certification, as required by the Act.

Public Hearing

The Board's final determination on an application shall be made after a public hearing at which the Superintendent, District consultants, the applicant, and members of the public may provide input and information concerning the proposed application. The comptroller's certification shall be disclosed at the public hearing.

The public hearing shall be held at a time that allows the Board to approve or disapprove an application before the expiration of the application review period, unless the deadline has been extended.

Findings of Fact

After the public hearing, the Board shall make specific written findings as required by law. [See CCGB(LEGAL) at Approval]

Adoption of Agreement

After considering the comptroller's certification, the economic impact evaluation, the school facilities impact analysis, information from District consultants, and any other relevant information, the Board may approve the application and enter into an agreement that complies with all legal requirements. [See CCGB(LEGAL) at Agreement] The Board shall also consider and adopt an agreement with the applicant to provide protection from or compensation for

~~any financial risks undertaken by the District in accepting the application.~~

~~Waiver of Jobs Requirement~~

~~The Board may waive the new jobs creation requirement in accordance with the law. [See CCGB(LEGAL) at Waiver of New Jobs Creation Requirement] If an applicant makes a waiver request subsequent to the original application, the Board may charge the applicant a fee to cover the costs of any consultant required by the Board in making the requisite finding.~~

Superintendent Responsibilities After Agreement

During the term of any agreement, the Superintendent shall ensure that all reporting requirements are met in a timely manner by the District and the applicant. The Superintendent is authorized to delegate this function to District consultants.

Statements Regarding Conflicts of Interest

~~Each Board member and any District employee who is a local government official under Local Government Code Chapter 176~~Within 60 days after each Board election or appointment, each new Board member shall submit a conflict of interest statement confirming or denying the existence of a conflict of interest or a substantial business interest in each project that is the subject of an ~~application,~~ agreement~~,~~ or amendment to an agreement with the District. ~~Within~~This requirement to submit a conflict of interest statement within 60 days ~~after each Board election or the appointment of a Board member, each new Board member~~ shall ~~complete~~also apply to any new District employee who is a ~~statement.~~local government official under Local Government Code Chapter 176. The completed statements shall be retained by the District with each affected ~~application or~~ agreement. If a conflict or substantial interest exists, the appropriate disclosure forms shall be completed and filed as required by law. [See BBFA(LEGAL)]

Emergency Operations Plan

The Superintendent shall ensure updating of the District's emergency operations plan and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing~~:~~:

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency;
3. Response to a nearby train derailment, as applicable; and
4. Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

Notice Regarding Violent Activity

~~4.~~ The Superintendent shall develop procedures to notify parents regarding violent activity that has occurred or is being investigated at a campus or other District facility or at a District-sponsored activity.

District Police Department

To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers.

Supervisory Authority

The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.

Jurisdiction

The jurisdiction of District police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Police Authority and Duties

~~Police officers employed by the~~Each District police officer shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, each District police ~~officers~~officer shall ~~have the authority to~~:

1. Protect the safety and welfare of any person in the jurisdiction of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry weapons as directed by the chief of police and approved by the Superintendent.
8. Carry out all other duties as directed by the chief of police or Superintendent.

A District police ~~officers~~officer shall not be assigned routine classroom discipline or administrative tasks.

~~*Temporary Assignment*~~

~~District police officers shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while temporarily assigned to the other agency.~~

Limitations on Nonschool Employment

No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police and Superintendent. Each District police officer shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while working off-duty or temporarily assigned to another agency.

No District police officer shall be allowed to work for an outside employer that serves alcoholic beverages and/or promotes behavior inconsistent with the District's purposes.

Relationship with Outside Agencies

The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into ~~a memorandum~~memoranda of understanding and other appropriate interlocal agreements that ~~outlines~~outline reasonable communication and coordination efforts among the department and the agencies. The chief of police and the Superintendent shall review the ~~memorandum~~memoranda of understanding and other agreements at least once every year. ~~The memorandum of understanding~~All such agreements shall be approved by the Board.

Interlocal Agreement for Mutual Aid

While operating pursuant to an interlocal agreement for mutual aid or other support for another law enforcement agency, each District police officer shall perform the duties and have the authorities set out in the agreement, including enforcing all laws within the other agency's jurisdiction.

Video Monitoring

If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.

~~Body-Worn Cameras~~

~~District officers shall use body-worn cameras only for a law enforcement purpose and in accordance with the provisions of the District police department's body-worn camera program. Officers shall receive training on the program, including proper use and operation of cameras. Any District employee who has access to data from body-worn cameras shall receive training on storage, retention, and release of recordings.~~

Access to Recordings	Recordings from video equipment in police cars and from body-worn cameras shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)] A member of the public may request access to these recordings in accordance with the procedures set out in state law. [See GBA and GBAA]
Body-Worn Cameras	A District police officer shall use a body-worn camera only when performing official law enforcement duties for the District and in accordance with the provisions of the District police department's body-worn camera program. Each District police officer shall receive training on the program, including proper use and operation of cameras. Any District employee who has access to data from body-worn cameras shall receive training on storage, retention, and release of recordings.
Training	~~All~~Each District ~~officers~~police officer shall receive at least the minimum amount of education and training required by law.
Department Regulations Manual	To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.
Racial Profiling	The chief of police shall develop and implement regulations to ensure compliance with ~~state law~~laws regarding racial profiling. ~~Police officers employed by the~~A District police officer shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.
Use of Force	The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.
High-Speed Pursuit	~~Officers~~A District police officer shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual.
Complaints	Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person

making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint.

Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate.

[See CKE(LEGAL) and CKEA(LEGAL)]

With this policy, the Board adopts the model health and safety guidelines for the effective integration of digital devices in schools that have been developed by the Texas Education Agency and the Health and Human Services Commission.

The Superintendent shall develop regulations that implement these guidelines.

Non-Chapter 21 Contracts

The Board may employ by written contract personnel not eligible for a contract under Chapter 21 of the Education Code. Such contracts shall not be governed by the provisions of Chapter 21 of the Education Code.

Reasonable Assurance of Employment

The District shall provide an employee a letter of reasonable assurance of employment if a new contract is not issued prior to the last working day of the current contract and the employee is reasonably expected to report to work at the beginning of the following academic term.

~~**Appeal of Employment Actions**~~

~~An~~Termination During Contract Term

In accordance with DCE(LEGAL), an employee may request a hearing before the Board to appeal discharge during the contract period ~~in accordance with DCE(LEGAL).~~.

An employee whose contract is not reissued at the end of the contract period may appeal in accordance with DGBA(LOCAL).

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with the DIA series.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with the DIA series.
3. Complaints concerning retaliation relating to discrimination and harassment shall be submitted in accordance with the DIA series.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Direct Communication with Board Trustees	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
Formal Process	An employee may initiate the formal process described below by timely filing a written complaint form. Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time. The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
Whistleblower Complaints	Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]
Complaints Against Supervisors	Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee. Complaint forms alleging a violation of law by the Superintendent may be submitted directly to the Board or designee.
General Provisions Filing	Complaint forms and appeal notices may be filed by hand-delivery, electronic communication, including email and fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
Scheduling Conferences	The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the employee fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the employee's absence.

Response	At Levels One and Two, "response" shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
Days	"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."
Representative	"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent him or her in the complaint process. The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.
Consolidating Complaints	Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint. When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.
Untimely Filings	All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.
Costs Incurred	Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The employee shall notify all attendees present that an audio recording is taking place.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

2. With the lowest level administrator who has the authority to remedy the alleged problem.

   In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor or the District administrator with authority to remedy the alleged problem.

   If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a response has expired, the employee may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The employee may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the employee at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a response has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The employee may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three

presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

General Education

Consistent with ~~TEA's~~the Texas Education Agency (TEA) *Student Attendance Accounting Handbook* (*SAAH*), a student may be eligible for general education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. The weeks of confinement need not be consecutive. The parent's request for services shall be submitted to the principal in accordance with TEA's *SAAH* and administrative procedures.

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Special Education

Consistent with state rule and the *SAAH*, a student receiving special education services may be eligible for special education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. ~~If a student is chronically ill, the student's admission, review, and dismissal (ARD) committee shall determine whether the~~The weeks ~~of confinement~~ need ~~to~~not be consecutive.

~~If the ARD~~If a student's admission, review, and dismissal committee determines that homebound instruction is appropriate, the committee shall determine the type and amount of instruction to be provided in accordance with law, and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Documentation of Services

The District shall maintain full documentation about students receiving homebound services, in accordance with administrative procedures, the *SAAH,* and a student's individualized education program ~~(IEP),~~, as applicable.

Note: For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional resources" may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District's educational program.

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

Selection Criteria

In the selection of instructional resources, professional staff shall ensure that the resources:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

2. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.

3. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.

4. Are designed to help students gain an awareness of our pluralistic society.

5. Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.

6. For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.

Administrators, teachers, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.

Controversial Issues

District professional staff shall endeavor to maintain a balanced collection representing various views when selecting instructional resources on controversial issues. Resources shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

Challenged Resources

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

Informal Reconsideration

The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

1. The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned resource.

2. The principal or designee shall explain the intended educational purpose of the resource and any additional information regarding its use.

3. If appropriate, the principal or designee may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource.

4. If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the resource.

Formal Reconsideration

A complainant shall make any formal objection to an instructional resource on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged resource with students or is familiar with the challenged resource's content. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall prepare a written report of its findings and provide copies to the principal, the Superintendent or designee, and the complainant.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG, and GF]

Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.

2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own child.

3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

Reconsideration of Instructional Materials

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

Informal Reconsideration

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the adminis-

trator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal Request for Reconsideration

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

Frequency of Review

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Additional Update 123 Revisions

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

Collection Development Policy

In this policy, "library materials" may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library.

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, and online catalogs.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure librarians, professional library staff, and other designated professional staff trained on the proper collection development standards select and acquire library materials in accordance with state law and rules, this collection development policy, and administrative procedures.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.

5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.

6. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

Selection and Evaluation of Materials

Library materials shall be selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

When selecting, acquiring, and evaluating library materials, librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.

2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.

3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.

4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the selection of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District community members.

2. Consultation with District teachers and library staff.

3. Consultation with library staff from other districts.

4. Extensive review of the library material.

5. Context of the library material, including overall fit within the existing collection and support of District curriculum.

6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental Involvement

Parents and guardians are the primary decision makers regarding their student's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student.

In accordance with state law and administrative procedures, parents or guardians may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Online Catalog

A parent or guardian who wishes to access an online catalog shall submit a written request to the principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from Inappropriate Material

Library materials shall not include "harmful material" as defined by Penal Code 43.24(a)(2); "obscene" material as defined by Penal Code 43.21(a)(1); any library material that is pervasively vulgar or educationally unsuitable as referenced in *Board of Education v. Pico*; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Reconsideration of Library Material

A District employee or a parent or guardian of a District student may request the reconsideration of a library material maintained in the District's library program.

Guiding Principles

The following principles shall guide the review of a request to reconsider a library material:

1. An individual may raise an objection to a library material used in the District's library program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for library materials set out in this policy.
2. A parent's or guardian's ability to exercise control over instruction and instructional resources, including library materials, extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a student if requested by the student's parent or guardian.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Informal Reconsideration

When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or administrator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material.

The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.

If the individual wishes to make a formal challenge, the administrator shall make available to the individual a copy of this policy and a form to request a formal reconsideration of the library material. and direct the requestor to the digital learning coordinator.

Formal Request for Reconsideration

The District shall ~~make a~~ provide a form to request reconsideration of library material at the District's administrative office.

If an employee or a parent or guardian of a District student wishes to request reconsideration of a library material, they shall follow the procedures to complete and submit the request for reconsideration form.

After a request for reconsideration form is submitted, the form shall be provided to the Superintendent. Copies of the form shall be provided to the school librarian, the Board, and any other staff designated in administrative procedures.

Reconsideration Committee

For purposes of this policy, "days" shall mean District business days, unless otherwise noted.

The ~~principal~~ digital learning coordinator shall appoint a reconsideration committee and notify the reconsideration committee ~~members~~ within 10 days of receiving the request for reconsideration form.

The reconsideration committee shall include a certified librarian and at least one member of the instructional staff who is familiar with the material's content. Other members of the committee may include District-level staff, secondary-level students, parents or guardians, and any other appropriate individuals.

Within 10 days of appointment of the committee the District shall provide members of the committee the relevant materials to review. If additional time is required to obtain and distribute the materials for review, all members of the committee shall be informed that a reasonable extension of time is needed.

All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.

Absent extenuating circumstances, the written report shall be provided to the administration within 60 days of the District providing the material to the committee members. In calculating timelines under this policy, the day the committee is provided the materials is "day zero." The following business day is "day one."

Extensions of time due to extenuating circumstances shall take into consideration the time necessary to convene the committee members, the amount of material being reviewed, and any other pending reconsideration requests being handled by the committee.

An extension of any deadline shall be promptly communicated to the individual who submitted the request for reconsideration.

The Superintendent, the school librarian, the individual submitting the request for reconsideration, and any other appropriate administrators shall receive a copy of the committee's report.

Appeal

An individual who submitted a request for reconsideration may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the level immediately preceding Board consideration of a complaint. [See DGBA and FNG]

Frequency of Review

After a library material has been reviewed through the reconsideration process, it shall not be reviewed again within two calendar years of the reconsideration committee's final decision.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The District shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review This policy shall be reviewed at least every three years and revised as necessary.

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with the FFH series.
2. Complaints concerning dating violence shall be submitted in accordance with the FFH series.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with the FFH series.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.

12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.

13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, electronic communication, including email and fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

2. With the lowest level administrator who has the authority to remedy the alleged problem.

   In most circumstances, students and parents shall file Level One complaints with the campus principal.

   If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider

the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board

shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with the CKE series.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, electronic communication, including email and fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the

	deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
Scheduling Conferences	The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the individual fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the individual's absence.
Response	At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's email address of record, or sent by U.S. Mail to the individual's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
Days	"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."
Representative	"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process. The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.
Consolidating Complaints	Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.
Untimely Filings	All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the

complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed, but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

   If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the individual a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

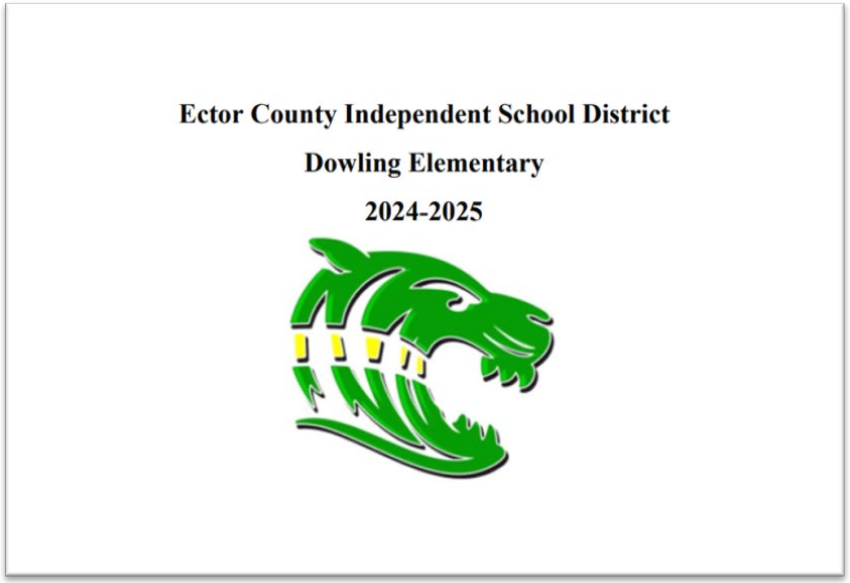
REPORT AND DISCUSSION OF STAAR AND END OF COURSE EXAM DATA

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 2024-2025 ECISD CAMPUS IMPROVEMENT PLANS

Presentation and discussion of the 2024-2025 Campus Improvement Plans (CIP) led by Executive Director of Leadership Mauricio Marquez. The process of CIP development will be explained and principals will share goals and strategies within their schools' CIPs. Each campus, regardless of raring, 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 (CAN).

ECISD Campus Improvement Plans 2024-2025



September 10, 2024

Campus Improvement Planning Process



Campus Improvement Plans



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

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

Campus Improvement Plans



Problem Statement : MAP results show that only 51% of K -5 students met or exceeded their individual growth projections.

Root Cause: Lack of differentiated instructional practices for students at all levels.

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 : By May of 2025, the % of students performing at the meets level on 3rd - 5th Reading STAAR will increase from 45% to 53%.

Campus Improvement Plans



Strategy 1: Teachers will implement the DDI process during PLCs to plan for effective lesson delivery, re -teaching, and assessments.

Strategy 2: Leadership team will conduct weekly walkthroughs and provide feedback to teachers through School Mint and in -person coaching sessions within two days of the walkthrough.

Strategy 3: Teachers will create interactive word walls and anchor charts and students will use interactive journals.

Campus Improvement Plans



Raquel Rodriguez
Ross Elementary



Regina Lee
Burnet Elementary



Noe Ortiz
Crockett Middle School



Dr. Delesa Styles
Permian High School

Ross Elementary School

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 Ross Elementary, the percentage of 3rd grade students reading at or above grade level will increase from 34% to 50% by May 2025.
Strategies	• Multi Classroom Leaders (MCL) and their Team Teachers will collaborate and plan reading lessons in 90-minute PLCs once a week using a variety of structures and strategies to strengthen their Tier I instruction and challenge higher performing students. • All teachers will participate in one 45-minute weekly practice clinic to plan, script and role play instructional strategies under the direction of their MCL. • All K-5 teachers will participate in monthly vertical writing planning sessions led by a MCL.

Burnet Elementary School

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 Burnet Elementary, the percentage of 3rd grade students reading at or above grade level will increase from 21% to 40% by May 2025.
Strategies	• Weekly meetings during PLCs to focus on Tier 1 instruction and implement the instructional plan for student mastery through a personalized learning path. • Reading intervention using Leveled Literacy Instruction, iReady personalized learning paths and small group reading lessons for Tier 2 and Tier 3 progress monitoring. • Students will be strategically placed in tutoring groups using End of Year MAP data for high impact tutoring in reading using AirTutors/FEV.

Crockett 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 28% to 50% by May 2025.
Strategies	• Integrate the International Baccalaureate Middle Years Programme (IBMYP) frameworks into the math curriculum to provide a cohesive and rigorous academic experience. • Utilize data-driven instructional practices and continuous monitoring to track student growth. • Provide professional development focused on IBMYP instructional practices to support all students.

Permian 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	The percentage of PHS graduates considered College, Career or Military Ready will increase from 88% to 96% by May 2025.
Strategies	• Collaborate with Odessa College and UTPB to increase dual credit enrollment through educational planning. • Provide students and parents in grades 6-12 information on career pathways and academic opportunities. • Juniors and seniors will receive support with college planning, admissions, financial aid and scholarship opportunities. • Campus CCMR Coordinator will collaborate with counselors, advisors and CTE department to create a CCMR Strategic Plan for each cohort ensuring effective advising with student and parents regarding college, career and military readiness.

Next Steps

- ❑ Board approval
- ❑ Online posting
- ❑ Implementation
- ❑ Formative reviews

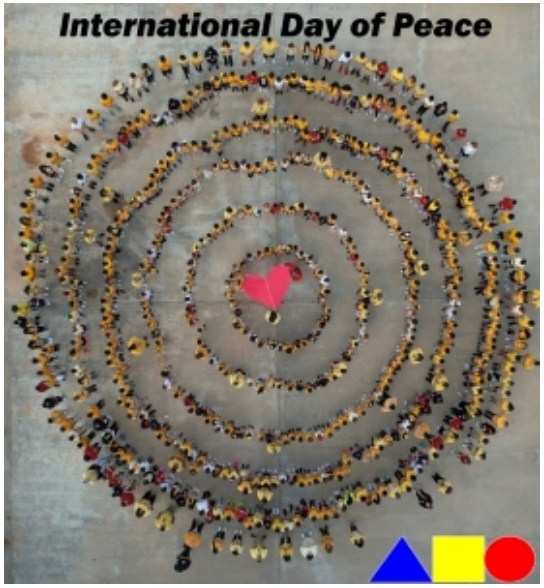
Questions



Ector County Independent School District

Austin Montessori Elementary

2024-2025



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Board Goals

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

Performance Objective 1: By May of 2025, the percent of students performing at the MEETS level on 3rd -5th Math STAAR will increase from 28% 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: STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level teams implement the data driven instructional process and plans for student mastery of learning objective through Montessori lesson/TEK studies.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold students to high expectations.	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 2025, the percent of students performing at the MEETS level on 3rd -5th Reading STAAR will increase from 49% 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: STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level teams implement the data driven instructional process and plans for student mastery of learning objective through Montessori lesson/TEK studies.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold students to high expectations.	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 2025, the percent of students performing at the MEETS level on 5th Science STAAR will increase from 21% 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%

Evaluation Data Sources: STAAR Science

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level teams implement the data driven instructional process and plans for student mastery of learning objective through Montessori lesson/TEK studies.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

90

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 K-3 achieving or exceeding their Reading RIT goal will increase from 49% 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%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will hold Professional Learning Communities where the grade level teams implement the data driven instructional process and plans for student mastery of learning objective through Montessori lesson/TEK studies.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Teachers will raise the level of rigor and hold students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

91

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 percent of K-3rd students will show growth from 50% to 60% 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: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level teams implement the data driven instructional process and plans for student mastery of learning objective through Montessori lesson/TEK studies.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Teachers will raise the level of rigor and hold students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May

0% No Progress 100% Accomplished Continue/Modify Discontinue

92

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 % of 3rd grade students performing at the MEETS level on their Reading STAAR ASSESSMENT will increase from 28% 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%, 3rd Grade 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

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level teams implement the data driven instructional process and plans for student mastery of learning objective through Montessori lesson/TEK studies.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Teachers will raise the level of rigor and hold students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

93

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 Connectedness Panorama data will increase from 66% to 75%.

High Priority

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: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will implement a student mentorship program utilizing 6th grade students.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will provide opportunities for students to engage with peers across grade levels STEM and cultural studies.	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 daily attendance will increase from 94.7 to 95%

High Priority

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: Focus Attendance Report

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will uphold Choice Schools Parent Contract expectations in regards to attendance.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will implement student incentives such as Free Dress Fridays based on weekly classroom attendance percentages.	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: Exclusionary disciplinary infractions will decrease by 10%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori will continue utilizing the Montessori Peace curriculum, Grace and Courtesy lessons, Conscious Discipline, and iLead.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: 100% of Austin students will utilize AVID planners to promote college readiness by May 2025.

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: AVID Certification Protocol

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of 3rd-6th grade students will utilize AVID planners to promote college readiness by May 2025.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Barbara Jordan Elementary

2024-2025



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Board Goals

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

Performance Objective 1: By May of 2025, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 24% to 40%.

High Priority

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

Evaluation Data Sources: MAP Tests, IReady Diagnostic Tests, SCA's, Local Benchmark.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. 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 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus will conduct 5 minute formative loop sessions daily, with every student to help increase fluency levels of students. **Strategy's Expected Result/Impact:** Will increase students ability to recall grade level skills. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** 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 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving 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 2025, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 30% to 45%.

High Priority

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

Evaluation Data Sources: MAP Tests, IReady Diagnostic Tests, SCA's, Local Benchmark.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. 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				

 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 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 9% to 25%.

High Priority

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

Evaluation Data Sources: MAP Tests, SCA's, Local Benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. 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				

 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 K-3 achieving or exceeding their READING RIT goal will increase from 53% 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: 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 10 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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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 K-3 students will show growth from 53% to 60% on their READING MAP ASSESSMENT.

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 10 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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 39% to 50%.

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

Evaluation Data Sources: MAP Tests, IReady Diagnostic Tests, SCA's, Local Benchmark.

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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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 Connectedness panorama data will increase from 63% 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 enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 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: Panorama Fall and Spring Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: School counselor and teachers will implement daily SEL lessons (iLead) 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				

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

 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 daily attendance will increase from 93.6% to 95%.

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

Evaluation Data Sources: Weekly Attendance Updates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Truancy Meetings will be held every two weeks with parents/guardians of students with chronic truancies. **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

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 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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

No Progress



Accomplished


Continue/Modify


Discontinue

Ector County Independent School District

Blackshear Elementary

2024-2025



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 2025 across all tested content areas.

Performance Objective 1: The percentage of students K-5 achieving or exceeding their Math RIT goal will increase from 40% 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%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports
IReady Diagnostic Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and 4th-5th will 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				

 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 2025 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 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
Diagnostic IReady Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will 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				

 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 2025 across all tested content areas.

Performance Objective 3: By May of 2025, 42% 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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 2025 across all tested content areas.

Performance Objective 4: By May of 2025, 40% 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
IReady Reports
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-2 classroom teachers will target at risk populations and utilize small group reading intervention four times a week for 20-25 minutes per group; iReady for 40 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Student's will be monitored by monthly iReady 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				

 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly iReady 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				

 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 iReady Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, reading interventions three times a week for 20-25 minutes per group; iReady for 40 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				

 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 iReady Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 classroom teachers will target at risk populations and utilize reading interventions four times a week for 20-25 minutes per group; iReady for 40 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Student's will be monitored by monthly iReady 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				

 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner. **Strategy's Expected Result/Impact:** organization two way communication **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead curriculum will be implemented 1 time a week for 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 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 92.8% to 93.8%.

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: Grade level teachers 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: Teachers will hold attendance celebrations for students meeting 95% attendance.	Formative			Summative
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 **Funding Sources:** Liaisons, supplies and materials to support attendance - Title One School-wide	Oct	Jan	Mar	May

No Progress | Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Blanton Elementary

2024-2025



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Board Goals

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 33% to 60%.

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 Tests, IReady Diagnostic Tests, SCA's, Local Benchmark,STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using MAP, SCA, and STAAR interim data leadership will implement the DDI 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:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning. Teachers will ask at least two depth of knowledge questions daily that align 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 **Problem Statements:** Demographics 2 - Student Achievement 2				

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 2025 across all tested content areas.

Performance Objective 2: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 45% to 53%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using MAP, SCA, and STAAR interim data leadership will implement the DDI 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:** 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** **Problem Statements:** Demographics 1 - Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning. Teachers will ask at least two depth of knowledge questions daily that align with the TEK, which will be evident in their lesson plans and weekly walkthroughs. **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** **Problem Statements:** Demographics 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Leadership will conduct focused walkthroughs to identify the GAP, meet with the grade level teacher to name the GAP, and 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 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				

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 2025 across all tested content areas.

Performance Objective 3: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase to 50%

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%

Evaluation Data Sources: MAP Tests, SCA's, Local Benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will be exposed to academic vocabulary in all grade levels. Teachers will create interactive science word walls and anchor charts. Students will create and use interactive science journals while using specific note-taking strategies. **Strategy's Expected Result/Impact:** Teachers will see an increase in student's understanding of academic vocabulary. Students will utilize journals to connect learning to real-world science and everyday situations. **Staff Responsible for Monitoring:** Leadership, IC, Teachers **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All grade levels will take the science SCAs and reteach lessons on low-scoring TEKS. Planning for the reteach and reassess will be rehearsed during PLCs. Leadership will follow up to observe the reteach lessons. **Staff Responsible for Monitoring:** Teachers, IC, Leadership team **Problem Statements:** School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Using MAP, SCA, and STAAR interim data leadership will implement the DDI 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. Leadership will conduct focused walkthroughs to identify the GAP, meet with the grade level teacher to name the GAP, and 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 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				

 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 2025.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 39% to 45%

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 from BOY, MOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 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 **Title I:** 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 **- Targeted Support Strategy** **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Differentiated instruction through LLI, Guided Reading, and Sirius will be used at a minimum of 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 **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 **- Targeted Support Strategy** **Problem Statements:** Demographics 1				

 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 2025.

Performance Objective 2: The percentage K-3 students will show growth from 30% to 35% 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 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 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 **Title I:** 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 **- Targeted Support Strategy** **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Differentiated instruction through LLI, Guided Reading, and Sirius will be used at a minimum of 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 **Title I:** 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 **- Targeted Support Strategy** **Problem Statements:** Demographics 1				

 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 2025.

Performance Objective 3: The percent of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 22% to 27%.

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

Evaluation Data Sources: All teachers will be well prepared to deliver quality Tier 1 instruction.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **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 **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will ask at least two depth of knowledge questions daily that align 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 **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy** **Problem Statements:** Demographics 1				

 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 Connectedness panorama data will increase from 66% to 75%.

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

Evaluation Data Sources: Increase in panorama data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will engage students in socioemotional learning through the iLead curriculum to build positive relationships among students and staff members. **Strategy's Expected Result/Impact:** Teachers will utilize curriculum to address the wholistic needs of all students. **Staff Responsible for Monitoring:** Leadership, teachers **Title I:** 2.4 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use fall Panorama survey data to target areas of intervention through our counseling team such as relationships, conflict resolution, character lesson, and self worth. **Strategy's Expected Result/Impact:** Student connectedness will increase to 75%. **Staff Responsible for Monitoring:** Teachers, leadership, counselor **Title I:** 2.6 **- 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: Student daily attendance will increase from 93% to 95%.

HB3 Board Goal

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will contact parents after the students have missed more that two consecutive days or if the student is consistently tardy. **Strategy's Expected Result/Impact:** better daily attendance **Staff Responsible for Monitoring:** Attendance clerk, teachers, admin. **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Create a monthly grade level attendance bulletin board and provide incentives for students with perfect attendance over a 9-week period. **Strategy's Expected Result/Impact:** Increase student attendance to 95% **Staff Responsible for Monitoring:** attendance clerk, teachers, admin.				

 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: Exclusionary disciplinary infractions will decrease from 4% to 2%

HB3 Board Goal

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

Evaluation Data Sources: PEMIS report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Create and utilize positive office referrals for students who are exemplifying positive behaviors and academic achievements. **Strategy's Expected Result/Impact:** Students will feel connected through the acknowledgement of positive academic and behavioral accomplishments **Staff Responsible for Monitoring:** teachers, admin **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Maintain clear expectations and continue to implement CHAMPS schoolwide. Teachers will use the discipline flowchart which tiers behavior, and 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:** Decrease in referrals for the 2024-25 school year **Staff Responsible for Monitoring:** teachers, admin. **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Blanton will create _____a sense of belonging.....

Ector County Independent School District

Bonham Middle School

2024-2025



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Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 57% to 69% in the 2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
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, MCL/MTRT, AP and 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners. **Strategy's Expected Result/Impact:** The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. **Staff Responsible for Monitoring:** Principal, APs, MCL, DC, **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**				

 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 2025 across all tested content areas.

Performance Objective 2: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 45% to 69% in the 2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. **Strategy's Expected Result/Impact:** Teachers will effectively implement and monitor personalized instruction through iReady and Level Literacy Instruction that correlates with MAP performance and progress. **Staff Responsible for Monitoring:** Principal, APs, teacher, MCL, coaches **Title I:** 2.4, 2.5 **- 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**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide, and monitor personalized intervention to students that are identified in sub categories (Economically Disadvantaged, Homeless/Foster Care/Military, SPED/504, HB 4545, ethnicity) as a gauge to determine that all student educational gaps are being minimized. **Strategy's Expected Result/Impact:** Students in sub categories will be performing within 5% relative to other student groups. The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. **Staff Responsible for Monitoring:** Principal, APs MCLs, 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 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**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will close educational gap through mandatory tutoring either through high impact tutoring or after school tutoring. **Strategy's Expected Result/Impact:** The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. **Staff Responsible for Monitoring:** Principal, APs MCLs, 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 **- 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 2025 across all tested content areas.

Performance Objective 3: Students overall achievement (6th-8th) on Math STAAR will increase from 56% to 70% by the end of 2025.

High Priority

HB3 Board Goal

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%, 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 MATH Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners. **Strategy's Expected Result/Impact:** Student achievement will increase by 10%. **Staff Responsible for Monitoring:** MCLs/MTRT ,DCs, APs, Principal **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will be 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 in every classroom. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.6, 4.1 **- 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 **- Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers identified in achieving high student performance and student growth will be assigned for after school tutoring in Reading and Math a minimum of twice weekly. **Strategy's Expected Result/Impact:** Students will show improvement in their overall performance and progress through quality instruction, identified personalized intervention and support to close academic gaps in Reading and Math. **Staff Responsible for Monitoring:** Principal, APs MCLs, 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:** Title 1 Tutoring - Title One School- Improvement - $12,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 4: Students overall achievement (6th-8th) on Math STAAR will increase from 54% to 65% by the end of 2025.

High Priority

HB3 Board Goal

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%, 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 Reading Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners. **Strategy's Expected Result/Impact:** Student achievement will increase by 10%. **Staff Responsible for Monitoring:** Principal, APs MCLs, 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 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**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 **- 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 - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 in every classroom **Staff Responsible for Monitoring:** Principal, APs MCLs, 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers identified in achieving high student performance and student growth will be assigned for after school tutoring in Reading and Math a minimum of twice weekly. **Strategy's Expected Result/Impact:** Students will show improvement in their overall performance and progress through quality instruction, identified personalized intervention and support to close academic gaps in Reading and Math. **Staff Responsible for Monitoring:** Principal, APs MCLs, 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 2: Strategic Staffing, 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 2025 across all tested content areas.

Performance Objective 5: Students overall achievement on 8th grade Science STAAR will increase from 37% to 65% by the end of 2025.

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 Science Assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners. **Strategy's Expected Result/Impact:** Student achievement will increase by 10%. **Staff Responsible for Monitoring:** Administration **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 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**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will be 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 in every classroom. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.6, 4.1 **- 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 **- Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers identified in achieving high student performance and student growth will be assigned for after school tutoring in Reading and Math a minimum of twice weekly. **Strategy's Expected Result/Impact:** Students will show improvement in their overall performance and progress through quality instruction, identified personalized intervention and support to close academic gaps in Reading and Math. **Staff Responsible for Monitoring:** Principal, APs MCLs, 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:** Title 1 Tutoring - Title One School- Improvement - $12,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 6: Students overall achievement on 8th grade Social Studies STAAR will increase from 24% to 65% by the end of 2025.

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: Social Studies STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners. **Strategy's Expected Result/Impact:** Student achievement will increase by 10%. **Staff Responsible for Monitoring:** MCLs/MTRT ,DCs, APs, Principal **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will be 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 in every classroom. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.6, 4.1 **- 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 **- Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers identified in achieving high student performance and student growth will be assigned for after school tutoring in Reading and Math a minimum of twice weekly. **Strategy's Expected Result/Impact:** Students will show improvement in their overall performance and progress through quality instruction, identified personalized intervention and support to close academic gaps in Reading and Math. **Staff Responsible for Monitoring:** Principal, APs MCLs, 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:** Title 1 Tutoring - Title One School- Improvement - $12,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considering College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: Bonham will raise the connectedness indicator within Panorama from 36% to 65% by the end of the 2025 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 survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bonham will host at least two family nights to help encourage parent involvement. **Strategy's Expected Result/Impact:** Positive feedback on the Panorama data and campus surveys regarding campus culture. **Staff Responsible for Monitoring:** Counselors and Adminstration **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bonham will build a team culture of diversity and acceptance through implementing House Systems through personality surveys. **Strategy's Expected Result/Impact:** Overall connectedness will increase as staff and students are identified in respective Parliaments. **Staff Responsible for Monitoring:** Administration **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilize Panorama tools including: social, emotional, learning data, Playbook strategies and student Success Platform (iLead) to support social emotional needs. **Strategy's Expected Result/Impact:** Increase in positive learner behavior. Successful demonstration of resiliency and self -control life principles, increase learner self advocacy and communication skills addressing needs, reduce discipline and behavior incidents, specifically involving student conflict **Staff Responsible for Monitoring:** Counselors, Administration **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 considering College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: 90% of Bonham students will utilize AVID interactive journals in core subject areas to implement organizational skills, goal setting, and progress monitoring by May 2025.

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: Evidence of student journal, planner and goals setting sheets being utilized by every student

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considering College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: Bonham will raise the attendance rate from 92% to 95% by the end of May 2025.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Attendance rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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. **Staff Responsible for Monitoring:** Teachers, Attendance Clerks, Counselors, Admin **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considering College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 4: Opportunity Culture is being implemented in more areas to maximize support, build capacity and rigorous instruction.

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%, 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: The number of discipline referrals, DAEP placement, student absences, and student achievement will be impacted.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs will lead subject area teams during PLCs- Reading and Math. **Strategy's Expected Result/Impact:** Teachers will be consistently supported in planning during PLCs, effective instructional strategies, coached in teaching best practices, lead in the DDI process. **Staff Responsible for Monitoring:** APs and Principal **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Bowie Middle School

2024-2025

176

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 2024 44% Math to District Goal of 60% MAP by May 2025.

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 2024 fall and MAP 2025 EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Math EOY MAP data for data tracking, and update with Math BOY EOY (Beginning of Year, and End of Year). Teachers and students 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will engage parents in the process by communicating with parents about Beginning 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:** 60% of students will meet their 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				

 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 2024 35% to District Goal of 60% Reading MAP by May 2025.

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 2025 EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Reading EOY MAP data for data tracking, and update with BOY EOY (Beginning of Year, and End of Year). Teachers and students 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 - **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will engage parents in the process by communicating with parents at Beginning 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:** 60% of students will meet their 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 - **Results Driven Accountability**				

 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 22% increase in STAAR Meets in reading. We will reach 60% Meets in Reading STAAR 2025.
(2024 STAAR Meets 38% 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: 2025 State STAAR Accountability will show that Bowie increased 22% in each of Reading and to move to A or B status with accountability for 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie has 2 Reading LEAP grant teachers, and 1 Reading MCL to broaden our reach among and across reading grade levels to ensure job-embedded PD, Data Process Protocols, observation/feedback cycles and modeling of rigorous Tier 1 teaching. **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 (2 not eligible for other stipends) - Title One School-wide - $8,000, 1 Reading MCL - Title One School-wide - $17,000, Parent Engagement Funds for Content night - Title One School-wide - $3,300, Instructional Coach (not used by MCL funds 2024 2025) - Title One School-wide - $80,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Year one implementation of ECISD Blended Learning 6th - 8th Reading with individualized learning paths for students focused on rigor and data tracking which will occur in the single block, as well as the extended blocks for filling gaps. Bowie Blended Learning Team will work with district and follows the progress of Reading from Planning, PLCs, classroom observations through to Data meetings and Data Response meetings. This partnership will allow growth in student content knowledge, and will allow the team to work closely on targeted and individualized student learning paths. The Blended Learning and leadership team will conduct walkthroughs to measure depth and quality of implementation of Blended Learning in the RLA classrooms, and they will provide professional development, meaningful and quality feedback and coaching cycles to the teachers and leadership team in a timely manner. **Strategy's Expected Result/Impact:** 2025 STAAR results will show 60% Meets in Reading. **Staff Responsible for Monitoring:** Principal, Blended Learning Team, Campus Leadership Team, District Blended Learning Team. **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 **- Results Driven Accountability** **Funding Sources:** Professional Development including Reading for teachers, Admin, MCL, Leads (Coaching and Feedback - JobEmbedded) - Title One School-wide - $40,000				

 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 30% increase in STAAR Meets in math. We will reach 60% Meets in Math. STAAR 2025.

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: 2025 State STAAR Accountability will show that Bowie increased 30% in Math to move to A or B status with accountability for 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie has two high quality Math MCLs (Multi Classroom Leads) who have earned Teacher Incentive Allotment status. These Multi Classroom Leads are on our LEAP team and work closely with teachers within and outside of their grade level daily in their PLC (Professional Learning Communities). They provide quality coaching/feedback cycles and model quality Tier 1 instruction, and provide job-embedded professional development. They follow YAG (Year at A Glance), pacing, backward planning, and lead data informed instruction discussions. **Strategy's Expected Result/Impact:** Students will show increased scores on Math SCA, MAP and 2025 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 - **Results Driven Accountability** **Funding Sources:** 2 Math MCLs (one 6th and one 7th) - Title One School-wide - $34,000, Contracted Services - Coaching PLC and teachers - Title One School-wide - $30,000, Software Services for Intervention and Filling Gaps 6-8 Math - Title Two Professional Development - $19,000, High Impact Tutoring (FEV) - Title One School-wide - $125,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Principal assigned to Math content again this year and follows the progress of Math from Planning, PLCs, and through Data meetings and Data Response meetings. The 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 principal to assign leads and/or 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 principal and 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:** 2025 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				

 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: By May of 2025, the % of students performing at the MEETS level on Algebra 1 EOC will increase from 34% to 50%.

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 2025 will show in crease from 34% of meets to 50% on Algebra 1 EOC.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 8th Grade Algebra 1 Teacher teachers will meet in daily PLCs with MCL, LEAP Team Coach to plan rigorous, and targeted lesson plans using backward planning and using district resources. **Strategy's Expected Result/Impact:** STAAR 2025 will show in crease from 34% of meets to 50% on Algebra 1 EOC. **Staff Responsible for Monitoring:** Alg 1 Teacher, MCL LEAP Team Coach, 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Principal and MCL LEAP Team member assigned to Algebra content and follows the progress of Algebra 1 instruction from Planning, PLCs, and through Data meetings and Data Response meetings. Students not meeting progress in Algebra by the 6th week will have parent meeting, discussion, and be placed on probationary status for possible removal before week 12 if no improvement is made to passing as measured by classwork, homework, SCAs and data checks. **Strategy's Expected Result/Impact:** The classroom Algebra 1 teacher will understand expectations, and feel supported and grow students to 100% passing of the STAAR 2025 STAAR test., and have 50% meets. **Staff Responsible for Monitoring:** Alg 1 Teacher, MCL LEAP Team Coach, Principal **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				

 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 6: By May of 2025, the % of students performing at the MEETS level on 8th Science STAAR will increase from 19% to 40%

High Priority

Evaluation Data Sources: STAAR 2025 will show that Bowie increased MEETS level on 8th Science STAAR will increase from 19% to 40%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 8th Grade Science teachers will meet in daily PLCs with MCL, and with assigned Assistant Principal to plan rigorous, and targeted lesson plans using backward planning and using district resources. **Strategy's Expected Result/Impact:** STAAR 2025 will show that Bowie increased MEETS level on 8th Science STAAR will increase from 19% to 40%. **Staff Responsible for Monitoring:** Assistant Principal, MCL, principal, **Title I:** 2.4, 2.6 **- TEA Priorities:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 8th Grade Science teachers will engage in Coaching Feedback Cycles (observation and coaching) in order to increase Tier 1 High Yield Instructional Strategies **Strategy's Expected Result/Impact:** STAAR 2025 will show that Bowie increased MEETS level on 8th Science STAAR will increase from 19% to 40%. **Staff Responsible for Monitoring:** Assistant Principal, MCL, principal, **Title I:** 2.4, 2.6 **- TEA Priorities:** 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 **Funding Sources:** Contract Services Observation, Coaching Feedback cycles for Science - Title One School-wide - $40,000				

 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 7: By May of 2025, the % of students performing at the MEETS level on 8th Social Studies STAAR will increase from 9% to 25%.

High Priority

Evaluation Data Sources: STAAR 2025 will show that Bowie increased MEETS level on 8th Social Studies STAAR will increase from 9% to 25%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 8th Grade Social Studies teachers will meet in daily PLCs with Department Chair, and with assigned Assistant Principal to plan rigorous, and targeted lesson plans using backward planning and using district resources. **Strategy's Expected Result/Impact:** STAAR 2025 will show that Bowie increased MEETS level on 8th Social Studies STAAR will increase from 9% to 25%. **Staff Responsible for Monitoring:** Assistant Principal, Department Chair, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 8th Grade Social Studies teachers will engage in Coaching Feedback Cycles (observation and coaching) in order to increase Tier 1 High Yield Instructional Strategies **Strategy's Expected Result/Impact:** STAAR 2025 will show that Bowie increased MEETS level on 8th Social Studies STAAR will increase from 9% to 25%. **Staff Responsible for Monitoring:** Assistant Principal, Department Chair, Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** 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 **Funding Sources:** Contract Services Observation, Coaching Feedback cycles for Social Studies - Title One School-wide - $40,000				

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 2025.

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 20% to 25%. (20% of our 8th graders were accepted into a choice high school in May 2024.)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie new AVID Site lead will attend bimonthly professional development on AVID organization with cross grade level consistency. **Strategy's Expected Result/Impact:** The number of students who are accepted into choice high schools will increase from 20% to 25%. (20% of our 8th graders were accepted into a choice high school in 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 2024 to May 2025 **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				

 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 35% to 50% for the 2024-2025 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 2025 survey data will show School Connectedness move from a 35% to a 50%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Assistant Principal's roles and responsibilities realigned so that each is assigned one grade level. One assigned as the 6th Grade principal, one assigned as the 7th grade principal, and one assigned as the 8th grade principal. 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 2024 and spring of 2025 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 35% to a 50% School Connectedness. **Staff Responsible for Monitoring:** Admin, assistant principals **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 2024 to May 2025. **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				

 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: Bowie Middle School will increase student Sense of Belonging - Panorama results from 30% to 45% for the 2025 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 Spring 2025 survey data will show Sense of Belonging will increase to 45% for the school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will realign the two 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 increase Sense of Belonging to 50% of the Spring Panorama survey. **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 **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 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 Spring 2025 to 50% for the 2025 school year. **Staff Responsible for Monitoring:** classroom teachers, admin, counselors **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 Positive Postings Throughout the Building - Local - $1,500				

 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 2025.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will continue to broaden our Attendance committee made up of Counselors, 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 2025. **Staff Responsible for Monitoring:** Grade Level Principals, 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, Parent/Family communication training for 5 grade level and office clerks - Title One School-wide - $1,750				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 growth. **Strategy's Expected Result/Impact:** Campus will work diligently to increase campus attendance rate from 91% to 95% by May 2025. **Staff Responsible for Monitoring:** Grade Level Principals, Teachers, clerks, Attendance committee, Principal, SAS liaison **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 **- Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Exclusionary disciplinary infractions, disproportionality of special education students who receive out of school or alternative education placement, will decrease at Bowie.

Evaluation Data Sources: District and campus Focus discipline reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will receive back to school PBIS Tiered discipline training across campus with preventive measures to decrease classroom disturbances, including training in MTSS (Multi Tiered System of Support) which is being rolled out in the district in 2024-2025. **Strategy's Expected Result/Impact:** Focus campus "incidence report" disciplinary infractions will decrease from 4.9% to 4.5% of all middle school campuses. **Staff Responsible for Monitoring:** Assistant Principals, classroom teachers, department chairs, counselors. **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus will implement Bowie's Pre-Referral Checklist processes and procedures in order to lower classroom discipline issues while increasing student engagement, which will include MTSS (Multi Tiered System of Support) which is being rolled out in the district in 2024-2025. **Strategy's Expected Result/Impact:** Focus campus "incidence report" disciplinary infractions will decrease from 4.9% to 4.5% of all middle school campuses. Disproportional reports (sped and two or more races,)will show Bowie well below the state standard. for out of school and alternative education placement centers. **Staff Responsible for Monitoring:** Counselors, Assistant Principals, classroom teachers, department chairs. **Results Driven Accountability**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Burnet Elementary

2024-2025



201

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 2025 across all tested content areas.

Performance Objective 1: At Burnet Elementary, the percentage of students 1-5 meeting or exceeding their Reading RIT goal will increase from 38th to 48th percentile from Spring 2024 to Spring 2025.

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: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Reading Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs. **Strategy's Expected Result/Impact:** Reading intervention will be effective and student Reading scores will improve **Staff Responsible for Monitoring:** Admin, 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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 2025 across all tested content areas.

Performance Objective 2: The percentage of students at Burnet Elementary K-5 meet or exceeding their Math RIT goal will increase from 42nd to the 52nd percentile to close the achievement gap from Fall to Spring MAP.

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: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Math and My Math Academy Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs **Strategy's Expected Result/Impact:** Reading intervention will be effective and student Reading scores will improve **Staff Responsible for Monitoring:** Admin, 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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 2025 across all tested content areas.

Performance Objective 3: By May of 2025, students at Burnet Elementary will increase from 22% Meets to 40% Meets on STAAR Math.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Math Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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 2025 across all tested content areas.

Performance Objective 4: By May of 2025, students at Burnet Elementary will perform at the Meets level in 3rd-5th Reading STAAR increasing from 24% in 2024 to 35% in 2025.

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: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Reading Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

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

 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 2025 across all tested content areas.

Performance Objective 5: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 2% in 2024 to 30%.

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: Beginning. Middle, and End of Year Science MAP Reports
Implementing and Monitoring New Science Curriculum
Short Cycle Assessments in Science (3rd-5th grades)
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

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 2025.

Performance Objective 1: At Burnet Elementary, the percentage of 3rd grade students performing at the Meets level will increase from 21% in 2024 to 40% on the 2025 STAAR Reading test.

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%, 3rd Grade 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: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Reading Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet will hold Professional Learning Communities weekly to focus on Tier 1 instruction and implement 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:** Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Third grade students will receive intentional intervention on Reading using Leveled Literacy Instruction, iReady personalized learning paths, and small group reading lessons for Tier 2 and Tier 3 progress monitoring. **Strategy's Expected Result/Impact:** Third grade students will be monitored on small growth goals every three weeks and long term goals using SCAS, Beginning and Middle of the Year MAP, and Fall and Spring District Benchmarks. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 3rd grade students at Burnet Elementary will be strategically placed in intervention groups using End of Year MAP data for high impact tutoring in Reading using AirTutors or FEV tutoring according to student learning need. **Strategy's Expected Result/Impact:** Students will increase vocabulary skills and comprehension to meet targeted goals in reading and writing. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff				

 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 2025.

Performance Objective 2: At Burnet Elementary, K-2nd grade students will show growth on their Reading MAP Assessment from 32% to 55% of meeting or exceeding their individual growth goal from Spring to Spring data. (Kinder Fall to Spring)

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: Reading MAP MOY and EOY
iReady Diagnostics and Student Usage Reports
Monthly Short Cycle Assessments in Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder to 2nd grade students at Burnet Elementary will be provided with high quality lessons during Tier 1 whole group instruction time and focuses targeted intervention during small group instruction. **Strategy's Expected Result/Impact:** All students will show one year of reading growth as measured by iReady and MAP. **Staff Responsible for Monitoring:** Admin Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Burnet Professional Learning Communities will focus on targeted TEK instruction and 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:** Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 3: At Burnet Elementary, K-3rd grade students meet achievement on Reading MAP Assessment from 26% to 38% on their individual achievement target from Spring to Spring data. (Kinder Fall to Spring)

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: Reading MAP MOY and EOY
iReady Diagnostics and Student Usage Reports
Monthly Short Cycle Assessments in Reading
Fall and Spring District Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers Kinder to 3rd grade will receive coaching and support to increase student engagement and accountability on grade level readiness TEKS with a focus on vocabulary and comprehension. **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 for45 minutes per group; iReady reading usage 30 minutes daily while adhering to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Student's will be monitored by weekly iReady student usage reports to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT goal is met. **Staff Responsible for Monitoring:** Classroom Teachers, Reading Coach, Targeted Tutoring Admin **Title I:** 2.4				

 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 2025.

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will deliver weekly 7 mindsets lessons to students. **Strategy's Expected Result/Impact:** Increase School Connectedness **Staff Responsible for Monitoring:** Teachers and Counselor **ESF Levers:** Lever 3: Positive School Culture				

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

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 2025.

Performance Objective 2: Student daily attendance will increase from 92% to 95% by May 2025.

High Priority

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

Evaluation Data Sources: Monthly Attendance Dashboard, Parent Communication regarding the importance of attendance, Parent conferences including attendance growth goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

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 2025.

Performance Objective 3: 100% of 4-5 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers in grades 3rd-5th will attend AVID Basic Training or Advanced Training based on their needs. **Strategy's Expected Result/Impact:** Improve AVID knowledge and understanding. Improve AVID implementation. **Staff Responsible for Monitoring:** Admin , Counselor, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Cameron Dual Language Elementary

2024-2025



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 2025 across all tested content areas.

Performance Objective 1: By May of 2025, the percentage of 3rd-6th grade students achieving Meets in Math STAAR will increase from 54% 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%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hold 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 - $16,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron 3rd-6th grade students will receive weekly virtual tutoring lessons from Air Tutors. **Strategy's Expected Result/Impact:** Students will receive additional individualized math intervention based on their beginning-of-the-year MAP scores. **Staff Responsible for Monitoring:** Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Kinder - 6th-grade teachers will be trained in analyzing iReady diagnostic 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:** Administrators and Dual Language Specialist.				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: By May of 2025, the percentage of 3rd-6th grade students achieving Meets in Reading STAAR will increase from 49% 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%, 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 3rd through 6th-grade teachers will receive Lead4ward training. **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist establish instructional routines for all students, discover ways to expand student thinking, move instructional planning to action, and connect learning to student success, including STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Funding Sources:** lead4ward Professional Development - Title One School-wide - $16,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron 3rd-6th grade students will receive weekly virtual tutoring lessons from Air Tutors. **Strategy's Expected Result/Impact:** Students will receive additional individualized math intervention based on their beginning-of-the-year MAP scores. **Staff Responsible for Monitoring:** Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Kinder - 6th-grade teachers will be trained in analyzing iReady diagnostic 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:** Administrators and Dual Language Specialist.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May 2025, the percentage of 5th-grade students achieving Meets in Science STAAR will increase from 19% to 30%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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. **Problem Statements:** Student Achievement 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 3rd through 6th-grade teachers will receive Lead4ward training. **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist establish instructional routines for all students, discover ways to expand student thinking, move instructional planning to action, and connect learning to student success, including STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Student Achievement 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: K-6th grade teachers will attend PLC meetings for each unit to ensure that the new Science TEKS are embedded in the lesson and that teachers are prepared to use the new Science curriculum and its resources. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide rigorous Science instruction that meets the specificity of the new TEKS and that the lessons include hands-on activities. **Staff Responsible for Monitoring:** Administrators.				

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 2025.

Performance Objective 1: By May 2025 the percentage of Kindergarten -2nd grade students achieving or exceeding their Reading RIT goal will increase from 50% 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%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: BOY, MOY, and EOY MAP RIT Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation and iReady Reading progress. **Strategy's Expected Result/Impact:** Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers. **Staff Responsible for Monitoring:** Administrators and teachers **Funding Sources:** Folders, dividers, sheet protectors, labels, colored paper - Title One School-wide - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kinder - 6th grade teachers will meet every month to analyze iReady and 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron will hire two full-time aides for kindergarten. A full-time aide will be assigned to each partner pair. **Strategy's Expected Result/Impact:** The expectation is that aides are available to support the teachers with behavior, classroom management, the preparation of instructional materials, and other duties so that teachers can focus on whole-group and small-group instruction with minimal disruptions. **Staff Responsible for Monitoring:** Administrators and kindergarten teachers. **Problem Statements:** Student Achievement 1 **Funding Sources:** Two full time positions - Title One School-wide - $56,900				

 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 2025.

Performance Objective 2: By May of 2025, the percentage of K-2 students who score in the 61% percentile or above will improve from 55% to 65%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation/iReady 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 **Problem Statements:** Student Achievement 1 **Funding Sources:** Folders, dividers, sheet protectors, labels, colored paper - Title One School-wide - $2,145				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kinder - 6th grade teachers will be trained in analyzing iReady diagnostic 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 **Problem Statements:** Student Achievement 1 **Funding Sources:** iReady Professional Learning Sessions - Title One School-wide - $4,400				

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 2025.

Performance Objective 3: By May of 2025, the percentage of 3rd-grade students achieving Meets in Reading STAAR will increase from 51% to 60%.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation and iReady Reading progress. **Strategy's Expected Result/Impact:** Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers. **Staff Responsible for Monitoring:** Administrators and teachers **Funding Sources:** Folders, dividers, sheet protectors, labels, colored paper - Title One School-wide - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kinder - 6th grade teachers will be trained in analyzing IStation and iReady 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Kinder - 6th grade teachers will be trained in analyzing iReady diagnostic 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:** Administrators and Dual Language Specialist.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Training will be provided for all new staff and refreshers over the AVID strategies will be provided for all 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.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All staff members will be encouraged 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				

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 2025.

Performance Objective 2: By Spring 2025, School Connectedness Panorama Data will increase from 67% 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder-6th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week. **Strategy's Expected Result/Impact:** Students will be knowledgeable about mental health by completing activities that will help them feel cared for by their teachers and peers. **Staff Responsible for Monitoring:** Principal and Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive 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				

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 2025.

Performance Objective 3: By May 2025, student daily attendance will increase from 95.7% 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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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 2025.

Performance Objective 4: By May 2025, exclusionary disciplinary infractions will decrease from 6% to 2%.

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: FOCUS data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week.. **Strategy's Expected Result/Impact:** The expectation is that students will learn how to monitor their mental health and be aware of their reaction. **Staff Responsible for Monitoring:** Administrators and Counselor.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All PreK-6th grade students will participate in at least one Guidance Lesson per month provided by the school counselor. **Strategy's Expected Result/Impact:** The expectation is that students are equipped with strategies to control their emotions and reactions to difficult situations. **Staff Responsible for Monitoring:** Administrators and Counselor.				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Carver Early Education Center

2024-2025

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 20 letter sounds by the end of the 2024-2025 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 and modeling during PLC's to teach letters and alphabet principles 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 **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: ESGI will be used to drive instructional focus for differentiation in literacy center 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 **- Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus Administrators and Instructional Coach will conduct weekly walkthrough observations/coaching sessions coaching cycles to 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 **- 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: Carver will provide specific, differentiated processes, procedures and routines for all classrooms and students to remain successful 100% of the time. Carver will collaboratively create specific processes, procedures, and routines for the campus to facilitate smooth transitions, rigorous instruction and maximize emotional regulation in the classroom to minimize office intervention.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PLC Learning walks with Instructional Coach and campus administrator led calibration of best practices conducted for Classroom Teachers 2 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 **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Training, Feedback and support from IC and campus administrators 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 **- Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Instructional Aides will participate in monthly PLC to develop strategies to plan, practice, and model effective small group instruction. **Strategy's Expected Result/Impact:** Instructional Aides will support the Classroom Teacher in achieving student growth. **Staff Responsible for Monitoring:** Classroom Teacher and Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Carver will utilize Title One money to hire a highly qualified PreK Instructional Coach. **Strategy's Expected Result/Impact:** Instructional Coach will reinforce online programs by checking data using a laptop and printing ideas to share 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				

 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 30 by the end of the 2024-2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Report Card Data and monthly ESGI will be used to drive instructional focus for differentiation in Learning Centers 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize number charts, posters, or flashcards displaying numbers 1 to 30 to help student associate the numeral with its quantity. **Strategy's Expected Result/Impact:** Classroom structures will provide learning expectations for all PreK4 students. **Staff Responsible for Monitoring:** Teachers, Campus Administrators 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 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 1: 85% of Pre-K 4 students will identify 26 upper case and lower case letters by the end of the 2024-2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly lesson plans showing strategies to intentionally teach letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Pre K 4 students will leave Carver with a strong emerging reader foundation. **Staff Responsible for Monitoring:** Administrators, Classroom Teachers, Instructional Aides **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

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

 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 Phonological Awareness performance to 85% 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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will add specific strategies for segmenting and blending sounds in Lesson Plans for centers 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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: Assess students' understanding by having them correctly identify and use at least 75% of words within a four week unit during interactive activities, such as story time or picture identification.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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, and Small Group Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The display of the vocabulary word with drawings, illustration, or photographs on the board during the current unit and then on the word wall after the unit. **Strategy's Expected Result/Impact:** Students language and understanding of new vocabulary words will help an abstract object become a concrete thought. **Staff Responsible for Monitoring:** Leadership Team, 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Read storybooks that include the new vocabulary. **Strategy's Expected Result/Impact:** A growth in vocabulary and conceptual knowledge. **Staff Responsible for Monitoring:** Leadership, Teacher and Instructional Aides. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Create text to self connections or real world experiences within discussions, read alouds, and center activities. **Strategy's Expected Result/Impact:** Enhancing comprehension and learning about content, language, and culture. **Staff Responsible for Monitoring:** Leadership, Teacher and Instructional Aides. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 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 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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Parent Conscious Discipline Training **Strategy's Expected Result/Impact:** Parents will understand how to expand the Conscious Discipline Strategies at home. **Staff Responsible for Monitoring:** Conscious Discipline Team, Classroom Teachers, Instructional Aides **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Classroom teachers and Administrator will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students. **Strategy's Expected Result/Impact:** Teachers and Administrator will feel empowered to work with students experiencing big trauma and behaviors. **Staff Responsible for Monitoring:** Administrator, Secretary **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: 100% of Carver families will participate in Parent and Family Engagement opportunities and projects to increase school and home connections.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Parent surveys, Sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Carver will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters. **Strategy's Expected Result/Impact:** Parents will feel supported and empowered to work with their children at home. 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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 88% to 90% by the end of the 2024-2025 school year.

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: CLI Data, Istation Data, Report Card Data and observation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				250

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Cavazos Elementary

2024-2025



252

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: By May of 2025, the percent of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 18% to 50%.

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%, 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%, 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: Cavazos will use district and campus data to monitor student progress, NWEA MAP growth, and iReady lessons passed.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will incorporate the content and learning objectives in each lesson and refer to the academic language in the TEKS throughout the lesson as well as invite the students to respond using sentence stems with the academic language. **Strategy's Expected Result/Impact:** Student comprehension of the objective will increase which will contribute to NWEA MAP, STAAR, Short Cycle Assessments, and TELPAS. **Staff Responsible for Monitoring:** Principal, assistant principal and MCLs (Multi-Classroom Leaders). **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 3 **Funding Sources:** - Title One School-wide				253

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Cavazos teachers will engage in PLC (Professional Learning Communities) and DDI (Data-Driven Instruction) to identify specific gaps in foundational skills. **Strategy's Expected Result/Impact:** Student foundational skills will increase as evidenced by NWEA MAP, STAAR, and Short Cycle Assessments (SCAs). **Staff Responsible for Monitoring:** Multi-Classroom Leader (MCLs) 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 **Funding Sources:** - Title One School-wide				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Tutors will provide individualized small group instruction during the school and after school using district approved resources. **Strategy's Expected Result/Impact:** Increase in student growth as reflected on NWEA MAP, STAAR, and Short Cycle Assessments. **Staff Responsible for Monitoring:** Principal and teachers and teacher leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 3, 4 **Funding Sources:** - Title One School-wide				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students will utilize research based digital instructional resources to extend their learning and target learning gaps. **Strategy's Expected Result/Impact:** Students will use research based strategies to support their digitial base instructional learning through iReady resources and NWEA MAP MATH. **Staff Responsible for Monitoring:** Principal, AP, 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 3 **Funding Sources:** - Title One School-wide				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By May of 2025, the percent of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 21% to 50%.

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%, 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: Cavazos will monitor student growth through the use of iReady lesson passed, NWEA MAP, and district and campus assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cavazos teachers will engage in PLC (Professional Learning Communities) and DDI (Data-Driven Instruction) to identify specific gaps in foundational skills. **Strategy's Expected Result/Impact:** Student foundational skills will increase as evidenced by NWEA MAP, STAAR, and Short Cycle Assessments (SCAs). **Staff Responsible for Monitoring:** MCL (Multi-Classroom Leaders) 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 3 **Funding Sources:** - Title One School-wide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutors will provide individualized small group instruction during the school and after school using district approved resources. **Strategy's Expected Result/Impact:** Increase in student growth as reflected on NWEA MAP, STAAR, and Short Cycle Assessments. **Staff Responsible for Monitoring:** Principal, classroom teachers, 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 **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - Title One School-wide				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will receive professional staff development to enhance their repertoire of strategies for delivering effective instruction. **Strategy's Expected Result/Impact:** Teachers will be better equipped to deliver Tier I instruction which in turn will increase teacher confidence and student academic performance. **Staff Responsible for Monitoring:** Principal, assistant principal, and MCL (Multi-Classroom Leaders). **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 **- Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Achievement 1 **Funding Sources:** - Title One School-wide				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 4% to 50%.

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 SCIENCE, STAAR science, and Short Cycle Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in professional growth opportunities through district supports, MCL modeling, and participation in PLC in order to build their teaching tools to enhance their Tier I instruction. **Strategy's Expected Result/Impact:** Teacher confidence and sense of beloning will increase due to receiving quality feedback, modeling, and coaching. **Staff Responsible for Monitoring:** Principal, APs, professional developement representatives, and MCLs (Multi-Classroom Leaders). **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 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Achievement 4 **Funding Sources:** - Title One School-wide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in PLC (Professional Learning Communities) weekly decompose the student learning standards in order to deliver rigorous instruction. **Strategy's Expected Result/Impact:** Teachers will be better equipped to deliver rigorous instruction which will be revealed in student increased learning via NWEA MAP Science, STAAR, and Short Cycle Assessments. **Staff Responsible for Monitoring:** Principal and AP. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Achievement 4				

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 60% by May 2024.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 33 percentile to 50 percentile.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use mClass, iReady Reading, iStation, and short cyle assessments to monitor student growth. **Strategy's Expected Result/Impact:** Increased student achievement will be reflected in NWEA MAP READING, iReady, and iStation. **Staff Responsible for Monitoring:** Classroom teachers, MCLs, 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutors will work in small groups with students who are not making progress according to iReady, NWEA MAP Reading, mClass, and iStation. **Strategy's Expected Result/Impact:** Students in K-3 will demonstrated increased reading skills via NWEA MAP Reading, mClass, and iStation. **Staff Responsible for Monitoring:** Classroom teachers and 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 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 **Funding Sources:** - Title One School- Improvement				260

 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 60% by May 2024.

Performance Objective 2: The % K-3 students will show growth from a negative 2.48 to 10% 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%, 3rd Grade 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: Student growth will be monitored via iReady usage and lesson passes and Data Driven Instruction during PLC.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will hold student conferences and guide students to create individual growth goals and document these in their individual data folders. **Strategy's Expected Result/Impact:** Students will be able to track their growth and as a result will have increased Reading RIT on NWEA MAP when compared to BOY to MOY and EOY. **Staff Responsible for Monitoring:** Classroom teacher and Lead 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 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - Title One School-wide				

 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 60% by May 2024.

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 18% to 50%.

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: Spring 2025 STAAR Reading.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will receiving tutoring from virtual tutor, in person tutor, and after school tutoring. **Strategy's Expected Result/Impact:** Increased student achievement will be reflected in iReady, NWEA MAP Reading, short cycle assessments, and STAAR. **Staff Responsible for Monitoring:** Classroom teacher, MCLs, 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 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - Title One School-wide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in DDI during PLC in order to understand student growth trends and gaps. **Strategy's Expected Result/Impact:** Student reading skills will increase as a result of the deciphering of data. **Staff Responsible for Monitoring:** Classroom teacher, MCLs. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - Title One School-wide				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: School Connectedness Panorama datain the are of student Self-efficancy will increase from 58% to 68%.

High Priority

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: Panorama Survey will be used to monitor student Self-Efficacy.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will track their academic growth using data tracking folders. **Strategy's Expected Result/Impact:** Students' self-efficacy will increase. **Staff Responsible for Monitoring:** AP and teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: iLead program will be used to help students build their leadership skills as well as have a positive impact on their self-management, social awareness, and self-efficacy. **Strategy's Expected Result/Impact:** Students' self-efficacy, social awareness, and self-management skills will increase based on the Panorama Survey. **Staff Responsible for Monitoring:** AP, teachers, and counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will be exposed to college and career experiences via college visits and inviting visitors to campus. **Strategy's Expected Result/Impact:** Decreased student referrals esepcially in the areas of Hispanic and male category. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 **Funding Sources:** - Title One School-wide				

No Progress



Accomplished


Continue/Modify


Discontinue

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

Performance Objective 2: Student daily attendance will increase from 92% to 95%.

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: ECISD Weekly attendance and Cavazos daily attendance will be monitored for attendance growth.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student attendance will be monotired daily and made public to students and teachers. Celebrations will take place during morning assembly. **Strategy's Expected Result/Impact:** Student attendance will increase. **Staff Responsible for Monitoring:** AP and clerk **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - Title One School-wide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student recognition such as birthday celebrations, academic growth celebrations, and exhibiting positive behaviors will be recognized during morning assembly. **Strategy's Expected Result/Impact:** Student daily attendance will increase. **Staff Responsible for Monitoring:** AP and clerk **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- 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 3: Disciplinary infractions resulting in out of school suspension, DAEP placement, and detention hall will remain below 70%.

High Priority

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: Review Focus student incident reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers and administrators will clearly define the school-wide expectations for behavior and communicate with the parents through a variety of methods such as principal newsletter communication and communication through Focus. **Strategy's Expected Result/Impact:** Decreased out of school suspesion, DAEP placement, and detention hall. **Staff Responsible for Monitoring:** AP and teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 **Funding Sources:** - Title One School-wide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: iLead framework will be implemented in all the classrooms to ensure everyone is using a common language and students are receiving exposure to strategies that will help them contribute to a positive learning environment. **Strategy's Expected Result/Impact:** Decreased student referrals **Staff Responsible for Monitoring:** AP, counselor, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Crockett Middle School

2024-2025



271

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 30% to 60% by May 2025 across all tested content areas.

Performance Objective 1: Students Meeting or Exceeding individual growth projections on Math MAP will increase from 49% Math to the goal of 60% MAP by May 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.

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: IB Assessments, Short Cycle Assessments, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Enhance Curriculum Alignment with IB MYP Frameworks: Integrate IB MYP principles into the math curriculum to emphasize inquiry-based learning, real-world problem-solving, and interdisciplinary connections, ensuring a rigorous and engaging academic experience. Align math instructional materials and activities with IB MYP standards, incorporating tasks that challenge students to apply mathematical concepts in diverse contexts and foster higher-order thinking skills. **Strategy's Expected Result/Impact:** Data-Driven Instruction and Targeted Interventions: Utilize MAP assessment data to identify individual student strengths and areas for growth, creating personalized learning plans tailored to address specific needs and gaps in mathematical understanding. Implement targeted intervention programs, such as small group instruction, one-on-one tutoring, and after-school support, to provide additional assistance for students who are not meeting growth projections. Professional Development and Collaborative Planning: Provide ongoing professional development for math teachers focused on effective instructional strategies, differentiation, and the use of formative assessments to monitor and support student progress. Facilitate regular collaborative planning sessions for math teachers to share best practices, analyze student data, and align instructional strategies with both MAP growth goals and IB MYP standards. Engaging and Relevant Math Curriculum: Integrate real-world applications and problem-solving activities into the math curriculum to make learning more engaging and relevant, fostering a deeper understanding of mathematical concepts and their practical uses. Encourage the use of inquiry-based learning and interdisciplinary projects that connect math to other subjects and global contexts, enhancing student engagement and motivation to achieve growth targets. **Staff Responsible for Monitoring:** Principal, APs, MCLs, IB Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Data-Driven Instruction and Personalized Learning:

Utilize MAP assessment data to track individual student progress, identify specific areas of need, and create personalized learning plans that target these areas for improvement.
Implement targeted interventions and differentiated instruction, such as small group sessions and one-on-one support, based on data insights to address gaps in student understanding and promote individual growth.

Strategy's Expected Result/Impact: Data-Driven Instruction and Targeted Interventions:

Utilize MAP assessment data to identify individual student strengths and areas for growth, creating personalized learning plans tailored to address specific needs and gaps in mathematical understanding.
Implement targeted intervention programs, such as small group instruction, one-on-one tutoring, and after-school support, to provide additional assistance for students who are not meeting growth projections.

Professional Development and Collaborative Planning:

Provide ongoing professional development for math teachers focused on effective instructional strategies, differentiation, and the use of formative assessments to monitor and support student progress.
Facilitate regular collaborative planning sessions for math teachers to share best practices, analyze student data, and align instructional strategies with both MAP growth goals and IB MYP standards.

Engaging and Relevant Language and Literature Curriculum:

Integrate real-world applications and problem-solving activities into the math curriculum to make learning more engaging and relevant, fostering a deeper understanding of mathematical concepts and their practical uses.
Encourage the use of inquiry-based learning and interdisciplinary projects that connect math to other subjects and global contexts, enhancing student engagement and motivation to achieve growth targets.

Staff Responsible for Monitoring: Principal, APs, MCLs, IB Coordinator

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: TexasIB Training, FLIBSchools Training, Lead4ward - Title One School- Improvement

Strategy 3 Details	Reviews			
	Formative			Summative
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Strategy 3: Personalized Learning and Targeted Interventions:

Utilize MAP assessment data to create personalized learning plans for students, identifying specific areas for growth and tailoring instruction to address these needs.
Develop targeted intervention programs, such as small group instruction, reading workshops, and one-on-one tutoring, to provide additional support for students who are not meeting growth projections, ensuring they receive the necessary resources and guidance to improve their reading skills.

Strategy's Expected Result/Impact: Consistent and Aligned Instruction:

Teachers will deliver more consistent and aligned instruction across all content areas, ensuring that lessons adhere to both IB MYP standards and state assessment requirements. This alignment will lead to a more seamless and coherent learning experience for students.
The focused planning sessions will help identify gaps and overlaps in the curriculum, allowing teachers to address these areas effectively and ensure comprehensive coverage of essential concepts and skills.

Enhanced Student Outcomes:

Students will show improved performance on state assessments, as the collaborative planning sessions will ensure that critical thinking and conceptual understanding are emphasized across the curriculum. This will contribute to the goal of increasing the percentage of students meeting or exceeding the standard from 32% to 60% by May 2024.
By fostering a deeper understanding of subject matter and promoting higher-order thinking skills, students will be better prepared for future academic challenges and success in higher education.

Professional Growth and Cohesive Teaching Practices:

Teachers will experience professional growth through regular collaboration, sharing of best practices, and joint problem-solving. This collective effort will enhance their instructional skills and pedagogical knowledge, particularly in areas such as critical thinking and conceptual understanding.
The collaborative environment will create a strong sense of community and shared responsibility among teachers, leading to more cohesive teaching practices and a supportive professional culture within the school.

Staff Responsible for Monitoring: Principal, APs, MCLs, IB Coordinator

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

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the MEETS standard on state assessments will increase from 30% to 60% by May 2025 across all tested content areas.

Performance Objective 2: Students Meeting or Exceeding individual growth projections on Reading MAP will increase from 57% to the goal of 68% by May 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Integrate IB MYP Frameworks into Reading Curriculum: Align the reading curriculum with IB MYP principles to emphasize inquiry-based learning, critical thinking, and global contexts, creating a more engaging and relevant learning experience. Develop interdisciplinary reading projects that connect literature to other subjects and real-world issues, helping students apply reading skills in diverse contexts and deepen their understanding.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize Data-Driven Instruction and Targeted Support: Analyze NWEA MAP assessment data to identify individual student needs and create personalized learning plans that address specific areas for growth in reading. Implement targeted interventions, such as differentiated small group instruction and individualized support, to provide focused assistance and enhance student progress toward meeting growth projections.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Personalized Learning and Targeted Interventions: Utilize MAP assessment data to create personalized learning plans for students, identifying specific areas for growth and tailoring instruction to address these needs. Develop targeted intervention programs, such as small group instruction, reading workshops, and one-on-one tutoring, to provide additional support for students who are not meeting growth projections, ensuring they receive the necessary resources and guidance to improve their reading skills.				

 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 30% to 60% by May 2025 across all tested content areas.

Performance Objective 3: Student Meets achievement (6th-8th) on Math STAAR will increase from 28% to 50% by the end of 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate Middle Years (IB MYP) programming.

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%, 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Align Curriculum with IB MYP Frameworks and STAAR Requirements: Integrate the IB MYP frameworks into the math curriculum to provide a cohesive and rigorous academic experience, emphasizing inquiry-based learning, real-world applications, and interdisciplinary connections. Ensure that the curriculum aligns with STAAR requirements by mapping IB MYP standards to STAAR objectives, creating a clear and consistent pathway for students to meet or exceed state standards.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Data-Driven Instruction and Continuous Monitoring: Utilize STAAR and formative assessment data to identify student strengths and areas for growth, allowing for personalized learning plans and targeted interventions tailored to individual needs. Implement regular data review sessions where teachers analyze student performance data, adjust instructional strategies, and track progress toward meeting the 50% achievement goal.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Professional Development and Collaborative Planning: Provide professional development focused on IB MYP instructional practices, effective differentiation, and the use of data to inform instruction, ensuring teachers are equipped to support all students. Facilitate regular collaborative planning sessions for math teachers to share best practices, develop aligned instructional materials, and coordinate efforts to address identified gaps and reinforce critical mathematical concepts.				

No Progress


Accomplished

Continue/Modify

Discontinue

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Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the MEETS standard on state assessments will increase from 30% to 60% by May 2025 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 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Integrate IB MYP Frameworks into Reading Curriculum: Align the reading curriculum with IB MYP frameworks to provide a rigorous and engaging academic experience that emphasizes inquiry-based learning and global contexts, helping students make connections across subjects. Ensure the curriculum meets STAAR requirements by mapping IB MYP standards to STAAR objectives, creating a cohesive instructional plan that guides students toward achieving state standards.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Data-Driven Instruction and Targeted Interventions: Use STAAR and formative assessment data to identify student strengths and areas for improvement, creating personalized learning plans that address specific needs and monitor progress. Implement targeted intervention programs, such as small group instruction, one-on-one tutoring, and reading workshops, to provide additional support for students who are not meeting achievement benchmarks.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Professional Development and Collaborative Planning: Offer ongoing professional development for teachers on IB MYP instructional practices, data-driven instruction, and effective differentiation strategies to support diverse learners. Facilitate regular collaborative planning sessions for reading teachers to analyze student performance data, share best practices, and align instructional strategies with IB MYP standards and STAAR objectives, ensuring consistent and effective teaching practices.				

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 30% to 60% by May 2025 across all tested content areas.

Performance Objective 5: Crockett 8th grade student Meets achievement on Science STAAR will increase from 26% to 50% by the end of 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Align Curriculum with IB MYP Frameworks and STAAR Requirements: Integrate IB MYP science frameworks into the curriculum to ensure a cohesive and rigorous academic experience, emphasizing inquiry-based learning, real-world applications, and interdisciplinary connections. Align new science curriculum with STAAR objectives by mapping IB MYP standards to STAAR requirements, creating a clear instructional plan that prepares students to meet state standards.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Data-Driven Instruction and Targeted Interventions: Utilize STAAR and formative assessment data to identify student strengths and areas for growth, allowing for the creation of personalized learning plans and targeted interventions tailored to individual needs. Implement regular data review sessions where teachers analyze student performance data, adjust instructional strategies, and monitor progress toward meeting the 50% achievement goal.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Professional Development and Collaborative Planning: Provide professional development focused on IB MYP instructional practices, effective differentiation, and the use of data to inform instruction, ensuring teachers are equipped to support all students. Facilitate regular collaborative planning sessions for science teachers to share best practices, develop aligned instructional materials, and coordinate efforts to address identified gaps and reinforce critical scientific concepts.				

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 30% to 60% by May 2025 across all tested content areas.

Performance Objective 6: Crockett 8th grade student Social Studies Approached achievement Science STAAR will increase from 26% to 50% by the end of 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Integrate IB MYP Frameworks into Social Studies Curriculum: Align the social studies curriculum with IB MYP frameworks to promote inquiry-based learning, interdisciplinary connections, and global perspectives, ensuring a rigorous and engaging academic experience. Develop and implement units that connect historical and social concepts to real-world issues and global contexts, enhancing student relevance and understanding.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Data-Driven Instruction and Targeted Support: Use STAAR and formative assessment data to identify individual student needs and areas for improvement, creating personalized learning plans and targeted interventions to address gaps in knowledge and skills. Conduct regular data review meetings with social studies teachers to analyze student performance, adjust instructional strategies, and implement effective interventions to support student progress.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Professional Development and Collaborative Planning: Provide professional development focused on IB MYP instructional strategies, effective differentiation, and data-driven instruction, equipping teachers with the tools and techniques needed to improve student achievement. Facilitate collaborative planning sessions where social studies teachers can share best practices, align instructional materials with IB MYP standards and STAAR objectives, and develop strategies to address specific student needs and enhance achievement.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Crockett will develop comprehensive College and Career Exploration Programs for all students within the IB MYP curriculum.

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%

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Teachers will include projects and that introduce students to various career paths and college environments. We will integrate career-related learning experiences into interdisciplinary units to help students understand the relevance of their academic subjects to future career and educational goals.	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Crockett MS will enhance academic rigor and skill development for all students within the IB Program by offering advanced coursework and enrichment opportunities aligned with IB MYP standards to build foundational skills in critical thinking, problem-solving, and subject-specific knowledge that prepare students for high school and beyond and provide targeted support and intervention programs to help students develop essential academic and technical skills, ensuring they are well-prepared for advanced studies and career pathways.	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Crockett will strengthen guidance and support systems by establishing a robust advisory program by developing a system for tracking student progress and providing personalized support, including mentoring and academic coaching, to ensure students are on track to meet their future readiness goals.	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 high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Crockett will increase the connectedness indicator within Panorama from 48% to 58% for the 2024-25 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett MS will enhance student engagement and community building by implementing school-wide initiatives and programs that foster a sense of belonging and community, such as student clubs, leadership opportunities, and cross-grade mentoring programs that encourage positive peer interactions and support, and also by organizing regular school events, including social activities, service projects, and team-building exercises, to strengthen relationships among students and between students and staff.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Crockett will strengthen support services by implementing the new social-emotional learning platform, to help students build resilience, develop interpersonal skills, and leadership skills, and address any issues impacting their sense of connectedness. Train teachers and staff in SEL strategies and create a supportive environment where students feel valued and heard, ensuring that all students have access to the emotional support they need.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Increase Family and Community Engagement: Engage families and the broader community. Host informational sessions, parent engagement nights, and a variety of presentations to educate families about the various IB middle school pathways available to students. Encourage family participation in academic planning and support, creating a strong network around each student to promote success.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: 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%.

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%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a Positive Attendance Incentive Program: Develop a system to reward students for consistent attendance. This could include monthly and quarterly rewards such as certificates, school-wide recognition, special privileges, or small prizes for students who achieve perfect or improved attendance.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen Family and Community Engagement: Build strong relationships with families by regularly communicating the importance of daily attendance for student success. Host workshops or family nights that educate parents and guardians about how attendance impacts academic achievement and long-term outcomes. Provide families with resources and strategies to overcome barriers to attendance, such as transportation or morning routines.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Create a Welcoming and Inclusive School Environment: Foster a positive school climate where students feel safe, supported, and engaged. Encourage teachers to build strong relationships with students and create an inclusive classroom environment. Implement programs that promote social-emotional learning, peer connections, and a sense of belonging, making students more motivated to attend school daily.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: 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: Exclusionary disciplinary infractions will decrease from 15 % to 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%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Foster a Positive and Inclusive School Climate: Cultivate a positive school climate where all students feel respected, valued, and included. Encourage teachers to build strong relationships with students and create an inclusive classroom environment. Implement programs that promote diversity, equity, and inclusion, and address any systemic biases that may contribute to disproportionate disciplinary actions.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen Teacher Support Teams and Interventions: Develop a multidisciplinary support team to identify and support students who are at risk of exclusionary disciplinary infractions. Use data to identify patterns in behavior and implement individualized behavior intervention plans (BIPs). Provide ongoing support through counseling, mentoring, and check-ins to help students manage their behavior and succeed in school.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Enhance Social-Emotional Learning (SEL) Programs: Integrate SEL into the daily curriculum to help students develop self-awareness, self-regulation, and interpersonal skills. Use SEL lessons to teach conflict resolution, emotional management, and decision-making skills. By fostering a deeper understanding of emotions and behaviors, students are more likely to engage positively with peers and staff, reducing the need for exclusionary discipline.				

No Progress



Accomplished


Continue/Modify


Discontinue

Ector County Independent School District

DAEP

2024-2025



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Board Goals

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: By May 2025, the percentage of students performing at the MEETS level on the Reading STAAR assessment will increase as follows:
6th grade: from 25% to 30%
7th grade: from 6.67% to 12%
8th grade: from 12.77% to 18%

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: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will each conduct ten weekly walkthroughs to ensure the effective implementation of district-approved K-12 instructional frameworks and resources across all subject areas. These walkthroughs will focus on verifying the alignment of instructional practices with district expectations, ensuring the use of approved curricula, and identifying areas for instructional improvement. Feedback from these walkthroughs will be shared with teachers and instructional teams to foster continuous improvement and adherence to best practices. **Strategy's Expected Result/Impact:** Implement the district's curriculum framework and meet students' academic needs with quality Tier I instruction. **Staff Responsible for Monitoring:** AEC administrators, teachers, and district curriculum specialist **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly Professional Learning Community (PLC) Meetings: Utilize the Data-Driven Instruction (DDI) process to inform backward planning and adjust instruction to meet the needs of all learners. Teachers will collaboratively plan lessons by identifying desired outcomes based on standards and assessments, then design instruction and assessments that align with these outcomes. After each formative or summative assessment, PLCs will analyze student performance data to identify trends, strengths, and areas requiring reteaching. **Strategy's Expected Result/Impact:** Foster teacher data awareness and instructional effectiveness while promoting student academic improvement. **Staff Responsible for Monitoring:** AEC administrators, teachers, reading and math interventionists, and district curriculum specialist **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The After-School and Saturday Student Support program will provide on-site staff to assist students as needed, addressing individual learning needs, technical issues, and content comprehension. The program will offer multiple opportunities for students to recover lost credits, with a particular focus on students transitioning from youth centers and those with chronic absenteeism. Students will utilize Edgenuity and other district platforms to complete coursework, receive academic intervention, and regain lost credits. Teachers and administrators will closely monitor the program to track student progress, including completion rates and performance on assessments. **Strategy's Expected Result/Impact:** Enhance student credit accumulation to meet the required grade-level standards. **Staff Responsible for Monitoring:** AEC administrators, teachers, guidance counselor, and ECYC probation officers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

 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 2025 across all tested content areas.

Performance Objective 2: By May 2025, the percentage of students performing at the MEETS level on the Math STAAR assessment will increase as follows:

6th grade: from 12.50% to 18%
7th grade: from 0% to 5%
8th grade: from 2.22% to 8%

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: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will each conduct ten weekly walkthroughs to ensure the effective implementation of district-approved K-12 instructional frameworks and resources across all subject areas. These walkthroughs will focus on verifying the alignment of instructional practices with district expectations, ensuring the use of approved curricula, and identifying areas for instructional improvement. Feedback from these walkthroughs will be shared with teachers and instructional teams to foster continuous improvement and adherence to best practices. **Strategy's Expected Result/Impact:** Implement the district's curriculum framework and meet students' academic needs with quality Tier I instruction. **Staff Responsible for Monitoring:** AEC administrators, teachers, and district curriculum specialist **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly Professional Learning Community (PLC) Meetings: Utilize the Data-Driven Instruction (DDI) process to inform backward planning and adjust instruction to meet the needs of all learners. Teachers will collaboratively plan lessons by identifying desired outcomes based on standards and assessments, then design instruction and assessments that align with these outcomes. After each formative or summative assessment, PLCs will analyze student performance data to identify trends, strengths, and areas requiring reteaching. **Strategy's Expected Result/Impact:** Foster teacher data awareness and instructional effectiveness while promoting student academic improvement. **Staff Responsible for Monitoring:** AEC administrators, teachers, reading and math interventionists, and district curriculum specialist **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The After-School and Saturday Student Support program will provide on-site staff to assist students as needed, addressing individual learning needs, technical issues, and content comprehension. The program will offer multiple opportunities for students to recover lost credits, with a particular focus on students transitioning from youth centers and those with chronic absenteeism. Students will utilize Edgenuity and other district platforms to complete coursework, receive academic intervention, and regain lost credits. Teachers and administrators will closely monitor the program to track student progress, including completion rates and performance on assessments. **Strategy's Expected Result/Impact:** Enhance student credit accumulation to meet the required grade-level standards. **Staff Responsible for Monitoring:** AEC administrators, teachers, guidance counselor, and ECYC probation officers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, the percentage of students performing at the MEETS level on Algebra 1 EOC will increase from 0% to 5%.

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: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will each conduct ten weekly walkthroughs to ensure the effective implementation of district-approved K-12 instructional frameworks and resources across all subject areas. These walkthroughs will focus on verifying the alignment of instructional practices with district expectations, ensuring the use of approved curricula, and identifying areas for instructional improvement. Feedback from these walkthroughs will be shared with teachers and instructional teams to foster continuous improvement and adherence to best practices. **Strategy's Expected Result/Impact:** Implement the district's curriculum framework and meet students' academic needs with quality Tier I instruction. **Staff Responsible for Monitoring:** AEC administrators, teachers, and district curriculum specialist **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly Professional Learning Community (PLC) Meetings: Utilize the Data-Driven Instruction (DDI) process to inform backward planning and adjust instruction to meet the needs of all learners. Teachers will collaboratively plan lessons by identifying desired outcomes based on standards and assessments, then design instruction and assessments that align with these outcomes. After each formative or summative assessment, PLCs will analyze student performance data to identify trends, strengths, and areas requiring reteaching. **Strategy's Expected Result/Impact:** Foster teacher data awareness and instructional effectiveness while promoting student academic improvement. **Staff Responsible for Monitoring:** AEC administrators, teachers, reading and math interventionists, and district curriculum specialist **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The After-School and Saturday Student Support program will provide on-site staff to assist students as needed, addressing individual learning needs, technical issues, and content comprehension. The program will offer multiple opportunities for students to recover lost credits, with a particular focus on students transitioning from youth centers and those with chronic absenteeism. Students will utilize Edgenuity and other district platforms to complete coursework, receive academic intervention, and regain lost credits. Teachers and administrators will closely monitor the program to track student progress, including completion rates and performance on assessments. **Strategy's Expected Result/Impact:** Enhance student credit accumulation to meet the required grade-level standards. **Staff Responsible for Monitoring:** AEC administrators, teachers, guidance counselor, and ECYC probation officers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

 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 2025 across all tested content areas.

Performance Objective 4: By May 2025, the percentage of students performing at the MEETS level on the 8th Science STAAR assessment will increase from 2.08% to 8%.

High Priority

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

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will each conduct ten weekly walkthroughs to ensure the effective implementation of district-approved K-12 instructional frameworks and resources across all subject areas. These walkthroughs will focus on verifying the alignment of instructional practices with district expectations, ensuring the use of approved curricula, and identifying areas for instructional improvement. Feedback from these walkthroughs will be shared with teachers and instructional teams to foster continuous improvement and adherence to best practices. **Strategy's Expected Result/Impact:** Implement the district's curriculum framework and meet students' academic needs with quality Tier I instruction. **Staff Responsible for Monitoring:** AEC administrators, teachers, and district curriculum specialist **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly Professional Learning Community (PLC) Meetings: Utilize the Data-Driven Instruction (DDI) process to inform backward planning and adjust instruction to meet the needs of all learners. Teachers will collaboratively plan lessons by identifying desired outcomes based on standards and assessments, then design instruction and assessments that align with these outcomes. After each formative or summative assessment, PLCs will analyze student performance data to identify trends, strengths, and areas requiring reteaching. **Strategy's Expected Result/Impact:** Foster teacher data awareness and instructional effectiveness while promoting student academic improvement. **Staff Responsible for Monitoring:** AEC administrators, teachers, reading and math interventionists, and district curriculum specialist **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The After-School and Saturday Student Support program will provide on-site staff to assist students as needed, addressing individual learning needs, technical issues, and content comprehension. The program will offer multiple opportunities for students to recover lost credits, with a particular focus on students transitioning from youth centers and those with chronic absenteeism. Students will utilize Edgenuity and other district platforms to complete coursework, receive academic intervention, and regain lost credits. Teachers and administrators will closely monitor the program to track student progress, including completion rates and performance on assessments. **Strategy's Expected Result/Impact:** Enhance student credit accumulation to meet the required grade-level standards. **Staff Responsible for Monitoring:** AEC administrators, teachers, guidance counselor, and ECYC probation officers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 5: By May of 2025, the percentage of students performing at the MEETS level on 8th Social Studies STAAR will increase from 0% to 5%.

High Priority

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

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will each conduct ten weekly walkthroughs to ensure the effective implementation of district-approved K-12 instructional frameworks and resources across all subject areas. These walkthroughs will focus on verifying the alignment of instructional practices with district expectations, ensuring the use of approved curricula, and identifying areas for instructional improvement. Feedback from these walkthroughs will be shared with teachers and instructional teams to foster continuous improvement and adherence to best practices. **Strategy's Expected Result/Impact:** Implement the district's curriculum framework and meet students' academic needs with quality Tier I instruction. **Staff Responsible for Monitoring:** AEC administrators, teachers, and district curriculum specialist **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly Professional Learning Community (PLC) Meetings: Utilize the Data-Driven Instruction (DDI) process to inform backward planning and adjust instruction to meet the needs of all learners. Teachers will collaboratively plan lessons by identifying desired outcomes based on standards and assessments, then design instruction and assessments that align with these outcomes. After each formative or summative assessment, PLCs will analyze student performance data to identify trends, strengths, and areas requiring reteaching. **Strategy's Expected Result/Impact:** Foster teacher data awareness and instructional effectiveness while promoting student academic improvement. **Staff Responsible for Monitoring:** AEC administrators, teachers, reading and math interventionists, and district curriculum specialist **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The After-School and Saturday Student Support program will provide on-site staff to assist students as needed, addressing individual learning needs, technical issues, and content comprehension. The program will offer multiple opportunities for students to recover lost credits, with a particular focus on students transitioning from youth centers and those with chronic absenteeism. Students will utilize Edgenuity and other district platforms to complete coursework, receive academic intervention, and regain lost credits. Teachers and administrators will closely monitor the program to track student progress, including completion rates and performance on assessments. **Strategy's Expected Result/Impact:** Enhance student credit accumulation to meet the required grade-level standards. **Staff Responsible for Monitoring:** AEC administrators, teachers, guidance counselor, and ECYC probation officers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 2: Through foundational excellence, talent development, and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

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 2025.

Performance Objective 1: School Connectedness panorama data will increase from 29% to 34 % with 6th-8th grades and 26% to 31% with 9th-12th graders.

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: Three Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the iLead SEL program to deliver the ten essential social-emotional learning competencies to our students. **Strategy's Expected Result/Impact:** Foster an environment that promotes a positive mindset towards positive self-awareness, self-efficacy, perseverance, and overall well-being and personal growth." **Staff Responsible for Monitoring:** AEC administrators, guidance counselor, Student Assistant Service Counselor, and teachers. **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement monthly Family Nights to promote discussions on mental health, substance abuse topics, proper computer etiquette, dangers of gang and gun violence, and other subjects related to strategies and support for rehabilitation. **Strategy's Expected Result/Impact:** Enhance awareness among students and families while expanding avenues of support to address potential dangers within our communities. **Staff Responsible for Monitoring:** AEC administrators, behavior interventionists, Student Assistant Service and Guidance Counselors, ECYC probation officers, Communities in School representative, and Permian Basin Juvenile Gang and Serious Crime members. **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: 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 2025.

Performance Objective 2: Student daily attendance will increase from 78.5% to 85%.

High Priority

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

Evaluation Data Sources: Conduct daily attendance checks, biweekly student celebrations, monthly attendance meetings for parents and students, and maintain an attendance log for after-school and Saturday services."

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Communities in Schools (CIS) representative and the AEC campus office team will collaborate by holding bi-weekly meetings to review student attendance data, identify students with chronic absenteeism, and develop intervention plans. After identifying students with chronic absenteeism, the team will proactively reach out to families to help and address barriers to regular attendance. Families will be provided with tailored resources, such as counseling services, transportation support, or academic interventions, to help students return to consistent attendance. The team will continuously monitor the effectiveness of support strategies and adjust as needed to ensure that interventions remain responsive to the needs of the students and their families. **Strategy's Expected Result/Impact:** Increase attendance and academic performance. **Staff Responsible for Monitoring:** AEC administrators, attendance clerk, teachers, Communities in School representative, and Community Outreach Center representative **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development, and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from % to %.

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 discipline report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Communities in Schools (CIS) representative and the AEC Behavior Interventionist will collaborate by holding bi-weekly meetings to review student behavior concerns and develop intervention plans. Once students with behavior concerns are identified, a Multi-Tiered Support System (MTSS) meeting will be held with their families. Tailored resources, such as counseling services, transportation support, or academic interventions, will be provided to help students achieve their behavior and academic goals. The team will continuously monitor the effectiveness of support strategies and make adjustments as needed to ensure the interventions remain responsive to the needs of both students and their families. **Strategy's Expected Result/Impact:** Increase attendance and academic performance. **Staff Responsible for Monitoring:** AEC administrators, attendance clerk, teachers, Communities in School representative, and Community Outreach Center representative **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Dowling Elementary

2024-2025



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Board Goals

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

Performance Objective 1: By May 2025, the percentage of students achieving or exceeding their individual RIT Growth scores in MAP Math will increase from 55% to 65%.

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students who did not meet their individual RIT Growth scores in MAP Math the previous year will receive high-impact tutoring 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 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6, 7				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Reteach lessons on low-scoring TEKS from the Short Cycle Assessments will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons. **Strategy's Expected Result/Impact:** Academic gaps and individual student needs will be addressed. **Staff Responsible for Monitoring:** MCLs and leadership **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Differentiated weekly instruction through iReady Math (3-5) and My Math Academy (K-2). Students will complete a minimum of two lessons per week. Teachers and students will track the number of lessons completed each 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 **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Generation Genius videos will be shown to students during morning arrival and lunch multiple times weekly to build background knowledge in math. **Strategy's Expected Result/Impact:** An increase in students' math knowledge will be evidenced by increased MAP scores. **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 **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2 **Funding Sources:** Generation Genius Subscription - Local - $1,795				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Brain Pop videos will be shown to students during morning arrival and lunch to build background knowledge in math. **Strategy's Expected Result/Impact:** An increase in students' math knowledge will be evidenced by increased MAP scores. **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 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 6, 7 **Funding Sources:** Brain Pop Subscription - Local - $4,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By May 2025, the percentage of students achieving or exceeding their individual RIT Growth scores in MAP English Reading will increase from 44% to 60%, and MAP Spanish Reading will increase from 48% to 60%, as measured from fall 2024 to spring 2025.

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in grades K-5 will participate in at least 20 minutes of independent reading daily. Kindergarten students will listen to books using Epic. Students in grades 1-5 will read and test using Epic. Emergent Bilingual students in grades 2-5 will alternate reading in English and Spanish. **Strategy's Expected Result/Impact:** Increased reading stamina of all students. Increase in student's reading comprehension. **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Epic School Plus - Title One School-wide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students who did not meet their individual RIT Growth scores in MAP Reading (English and Spanish) the previous year will receive high-impact tutoring for at least 2 hours weekly from either a classroom teacher or an online tutor. **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 **Problem Statements:** Student Achievement 1, 8, 10, 11, 13				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Differentiated instruction through Istation (bilingual classes) and IReady (monolingual and bilingual classes) will be used weekly. Students will complete a minimum of two lessons weekly, and teachers and students will track lesson completion data weekly. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** 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 **Problem Statements:** Student Achievement 1, 8, 10, 11, 13				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All teachers in grades 1-5 use Target RLA Plus from Lone Star Learning for the Do Now portion of the writing lesson. Only monolingual first-grade students will use this resource. **Strategy's Expected Result/Impact:** Increase in students' MAP and STAAR reading scores. **Staff Responsible for Monitoring:** 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 **Problem Statements:** Student Achievement 8, 10, 13 **Funding Sources:** Target RLA Plus - Local - $6,097				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Kindergarten and first-grade bilingual teachers will use Estrellita daily with fidelity. **Strategy's Expected Result/Impact:** Increase in Spanish reading scores. **Staff Responsible for Monitoring:** 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 **Problem Statements:** Student Achievement 11, 13				

 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 2025, the percentage of students achieving or exceeding their individual RIT Growth scores in MAP Science will increase from 50% to 60%, as measured from fall 2024 to spring 2025.

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day. **Strategy's Expected Result/Impact:** Increase in students' science background knowledge. **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All grade levels will take the science SCAs and 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. **Staff Responsible for Monitoring:** MCLs and leadership **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12				308

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Classroom teachers will use Generation Genius and Brain Pop to supplement science lessons. Videos from this platform will be used to build background knowledge and spiral in previously taught material in science. **Strategy's Expected Result/Impact:** Increase in students' science background knowledge. **Staff Responsible for Monitoring:** teachers, administrators **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 **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All classrooms will participate in a school-wide science fair where each classroom conducts and presents a project. **Strategy's Expected Result/Impact:** Increased knowledge of the scientific process. **Staff Responsible for Monitoring:** Classroom teachers, leadership team **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 **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 3 **Funding Sources:** Science Boards for Each Classroom - Title One School-wide - $125				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: In each science unit, all classrooms K-5 will engage students with hands-on experiments that demonstrate sciencfic concepts using district-approved resources. **Strategy's Expected Result/Impact:** Increase in student engagement; build background knowledge in science **Staff Responsible for Monitoring:** teachers, leadership **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 **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 3				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: 3rd, 4th, and 5th-grade teachers will spiral in previously learned material as science "Do Now" activities daily using released STAAR questions. **Strategy's Expected Result/Impact:** Students will continue to review previously learned material throughout the year. **Staff Responsible for Monitoring:** 5th-grade teachers, 5th-grade MCL **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 **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 3				

 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 2025, the percentage of 3-5 grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR math will increase from 28% to 45%.

High Priority

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

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 6, 7 - Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will ask at least two Costa's Level 3 questions daily that align with the TEKS, evident in their math 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 **Problem Statements:** Student Achievement 1, 6, 7 - Curriculum, Instruction, and Assessment 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The daily objective will be written on the board in 100% of the classrooms. It will be aligned to the TEKS, bite-sized, and able to be completed in one day. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. Students will know what they should learn during the lesson. **Staff Responsible for Monitoring:** Classroom teachers, MCLs, Leadership **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use Kagan Cooperative Learning structures and AVID instructional strategies daily 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, MCLs, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Daily, all students will write during the math block. K-2 teachers will model writing in mathematics until students are able to do this independently. This will be included in lesson plans. **Strategy's Expected Result/Impact:** Clarify understanding, reinforce learning, and participate in critical thinking. **Staff Responsible for Monitoring:** Teachers, 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 **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Teachers will use blended learning to differentiate learning during math. **Strategy's Expected Result/Impact:** Students diverse needs will be met **Staff Responsible for Monitoring:** Teachers, 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 **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Teachers will have two full-day planning days in August and September, led by the MCLs. **Strategy's Expected Result/Impact:** All teachers will analyze incoming students' data and BOY MAP scores, form small groups, and develop plans to individualize student instruction. **Staff Responsible for Monitoring:** Administrators MCLs **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 **Problem Statements:** Student Achievement 1, 6, 7, 8, 11, 12, 13 **Funding Sources:** Subsitutes - State Grant - $5,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 5: By May 2025, the percentage of 3-5 grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR reading will increase from 27% to 45%.

High Priority

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

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will ask at least two Costa's Level 3 questions daily that align with the TEKS, evident in their reading 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The daily objective will be written on the board in 100% of the classrooms. It will be aligned to the TEKS, bite-sized, and able to be completed in one day. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. Students will know what they should learn during the lesson. **Staff Responsible for Monitoring:** Classroom teachers, MCLs, Leadership **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use Kagan Cooperative Learning structures and AVID instructional strategies daily 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, MCLs, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Daily, all students will write during the RLA block. Kindergarten teachers will model writing until students are able to do this independently. This will be included in lesson plans. **Strategy's Expected Result/Impact:** Clarify understanding, reinforce learning, and participate in critical thinking. **Staff Responsible for Monitoring:** Teachers, 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 **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Teachers will use blended learning to differentiate learning during reading stations. **Strategy's Expected Result/Impact:** Students diverse needs will be met **Staff Responsible for Monitoring:** Teachers, 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 **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Teachers will attend professional learning and planning with the MCLs on weekends during August and September. **Strategy's Expected Result/Impact:** All teachers will analyze incoming students' data and BOY MAP scores, form small groups, and develop plans to individualize student instruction. **Staff Responsible for Monitoring:** Administrators MCLs **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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 6, 7, 8, 11, 12, 13 **Funding Sources:** Teacher Pay - State Grant - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 6: By May 2025, the percentage of 3-5 grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR science will increase from 7% to 25%.

High Priority

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day. **Strategy's Expected Result/Impact:** Increase in students' science background knowledge. **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All grade levels will take the science SCAs and 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. **Staff Responsible for Monitoring:** MCLs and leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Classroom teachers will use Generation Genius and Brain Pop to supplement science lessons. Videos from this platform will be used to build background knowledge and spiral in previously taught material in science. **Strategy's Expected Result/Impact:** Increase in students' science background knowledge. **Staff Responsible for Monitoring:** teachers, administrators **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 **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All classrooms will participate in a school-wide science fair where each classroom conducts and presents a project. **Strategy's Expected Result/Impact:** Increased knowledge of the scientific process. **Staff Responsible for Monitoring:** Classroom teachers, leadership team **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: In each science unit, all classrooms K-5 will engage students with hands-on experiments that demonstrate sciencfic concepts using district-approved resources. **Strategy's Expected Result/Impact:** Increase in student engagement; build background knowledge in science **Staff Responsible for Monitoring:** teachers, leadership **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 **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 3				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: 3rd, 4th, and 5th-grade teachers will spiral in previously learned material as science "Do Now" activities daily using released STAAR questions. **Strategy's Expected Result/Impact:** Students will continue to review previously learned material throughout the year. **Staff Responsible for Monitoring:** 5th-grade teachers, 5th-grade MCL **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 **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 3				

 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: Dowling teachers will be trained in Blended Learning and use the framework daily.

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%

Evaluation Data Sources: Classroom walkthroughs will show a minimum of 95% of students engaged in learning at any given time.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blended Learning training will be provided by the blended learning coordinator every 4-6 weeks. **Strategy's Expected Result/Impact:** All teachers will receive initial training in blended learning by May 2025. **Staff Responsible for Monitoring:** 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 **Problem Statements:** Student Achievement 1, 6, 7, 8, 10, 11, 12, 13				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will incorporate flexible seating in their classrooms during blended learning. **Strategy's Expected Result/Impact:** Students will have a voice and choice during their learning. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Furniture for Blended Learning - Title One School-wide - $40,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: The percentage of Kindergarten students who meet their projected growth on MAP English reading will increase from 41% to 61%, and Spanish reading from 46% to 66% by May 2025.

High Priority

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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:** MCL and Leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 11, 13				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten teachers will use Heggerty daily in their classrooms with fidelity. Dual language teachers will use Heggerty Spanish. **Strategy's Expected Result/Impact:** Increase in students' phonemic awareness skills. **Staff Responsible for Monitoring:** MCL, teacher **Title I:** 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 **Problem Statements:** Student Achievement 8, 10 **Funding Sources:** Heggerty ONline - Local - $1,246				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Kindergarten monolingual teachers will use Saxon phonics daily with fidelity. Bilingual teachers will use Estrellita daily with fidelity. **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:** MCL, 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 **Problem Statements:** Student Achievement 8, 10				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: An MCL will be hired to plan and implement PLCS and coach kindergarten teachers. **Strategy's Expected Result/Impact:** Kindergarten teachers will receive coaching using the district protocol and high quality PLCs. **Staff Responsible for Monitoring:** Principal, Opportunity Culture Department **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:** MCL I stipend - Title One School-wide - $15,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Opportunity Culture will be used on campus. Five MCLs will lead grade-level PLCs and coach teachers using the district coaching framework. **Strategy's Expected Result/Impact:** All teachers will receive coaching using the district protocol and high-quality PLCs. **Staff Responsible for Monitoring:** Principal, Opportunity Culture Department **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 **Problem Statements:** Student Achievement 1, 8, 10, 11 **Funding Sources:** OC Funding - Title One School-wide - $24,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: The percentage of first-grade students who meet their projected growth on MAP English reading will increase from 45% to 65%, and Spanish reading from 26% to 60% by May 2025.

High Priority

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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:** MCL, Team Lead, and Leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 11, 13				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: First-grade teachers will use Heggerty daily in their classrooms with fidelity. Dual language teachers will use Heggerty Spanish. **Strategy's Expected Result/Impact:** Increase in students' phonemic awareness skills. **Staff Responsible for Monitoring:** MCL, Team Lead, and Leadership **Title I:** 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 **Problem Statements:** Student Achievement 8, 10				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Monolingual teachers will use Saxon phonics daily with fidelity. Bilingual teachers will use Estrellita daily with fidelity. **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:** MCL,team 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 **Problem Statements:** Student Achievement 8, 10, 13				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: The percentage of second-grade students who meet their projected growth on MAP English reading will increase from 41% to 61%, and Spanish reading from 50% to 70% by May 2025.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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:** MCL, Team Lead, and Leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 11, 13				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Second-grade teachers will use Heggerty daily in their classrooms with fidelity. Dual language teachers will use Heggerty Spanish and English following the district language of the day calendar. **Strategy's Expected Result/Impact:** Increase in students' phonemic awareness skills. **Staff Responsible for Monitoring:** MCL, Team Lead, and Leadership **Title I:** 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 **Problem Statements:** Student Achievement 8, 10				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Monolingual and bilingual teachers will use Saxon phonics daily with fidelity. **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:** MCL, 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 **Problem Statements:** Student Achievement 8, 10, 13				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 4: The percentage of third-grade students who meet their projected growth on MAP English reading will increase from 43% to 63%, and Spanish reading from 77% to 85% by May 2025.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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:** MCL, 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 **Problem Statements:** Student Achievement 8, 10, 11, 13				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Differentiated instruction will be provided to all students based on the performance of specific TEKS on SCAs. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers, MCL, leadership **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 **Problem Statements:** Student Achievement 1, 10, 13				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: 100% of classrooms will use AVID strategies across all subjects.

Evaluation Data Sources: AVID Site Team documentation
Lesson Plans
Student planners and binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The AVID Site Team will send a monthly newsletter highlighting classroom successes using AVID strategies. **Strategy's Expected Result/Impact:** AVID Site Team **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will submit documentation of the use of AVID strategies in the form of pictures or other artifacts to their grade-level Site Team members at least monthly. **Strategy's Expected Result/Impact:** 100% of classrooms will use AVID strategies Documentation will be collected monthly **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				

No Progress


Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: 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%, 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 Data, Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Strategy's Expected Result/Impact:** Psycho-social barriers for students struggling with attendance and academic progress will be removed. **Staff Responsible for Monitoring:** CIS Coordinator, Counselors, Administrators **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students in all grade levels will have classroom jobs to develop a sense of a School Family. Students in grades 3-5 can apply for campus jobs as Junior VIPS. **Strategy's Expected Result/Impact:** Panorama data for the question related to belonging at school will increase from 62% to 75%. **Staff Responsible for Monitoring:** Teachers; Leadership **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All staff will receive Conscious Discipline training multiple times yearly during after-school professional learning. **Strategy's Expected Result/Impact:** Increase in student connectedness. **Staff Responsible for Monitoring:** Principal and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Conscious Discipline E Course and books - Title One School-wide - $1,600				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All students K-5 will participate weekly in iLead. **Strategy's Expected Result/Impact:** An increase in students' values-based leadership ability. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Staff will participate in iLead Transformation Tables at weekly staff meetings. **Strategy's Expected Result/Impact:** Panorama data in belonging will increase from 53% to 70%; Well-being will increase from 51% t0 70%; school climate will increase from 65% to 80%; **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: A team will attend the Conscious Discipline conferences on Self-Regulation and Academics and Strengthening Executive Function and Stamina in September 2024. Upon returning to the campus, the team will train the staff. **Strategy's Expected Result/Impact:** Panorama data in self-management will increase from 65% to 70%, and efficacy will increase from 57% to 62% by May 2025. Referrals will decrease. **Staff Responsible for Monitoring:** Principal, Counselor **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** Conference Fee, Travel, Hotel, and Meals for a team of 5 - State Grant - $20,000				

 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 Panorama data for Self-Efficacy will increase from 57% to 70% by May 2025.

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will use Morning Affirmations with all students to build self-esteem. **Strategy's Expected Result/Impact:** Students will have positive affirmations they can repeat to themselves when they are facing challenges in the classroom. **Staff Responsible for Monitoring:** Teachers; Leadership **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A mentoring program will be developed and used for students with challenging behaviors. **Strategy's Expected Result/Impact:** Improved self-esteem, role-modeling; behavioral improvements **Staff Responsible for Monitoring:** AP, mentors, Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 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. Students will gain confidence. **Staff Responsible for Monitoring:** Teachers, CIS, Counselors **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

 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: 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%

Evaluation Data Sources: Attendance Data
Grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Community Outreach Center (COC) social workers, specialists, and Communities in Schools (CIS) will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets. **Strategy's Expected Result/Impact:** Psycho social barriers will be removed so student attendance will be expected to increase to 94%. **Staff Responsible for Monitoring:** CIS Coordinators Campus Registrar Counselor Teachers Principal/AP **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dowling teachers and administrators will track these students' attendance and academic progress each quarter and provide interventions to help remove barriers to school attendance and success. **Strategy's Expected Result/Impact:** Psycho-social barriers will be removed, so student attendance will be expected to increase to 94%. **Staff Responsible for Monitoring:** Registrar Counselor Teachers Principal / AP **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

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: Parental involvement will increase through planned activities.

Evaluation Data Sources: Parent sign in sheets
Parent Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Dowling will hold grade-level-specific parent meetings at the beginning of the school year 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:** Teachers Administrators Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Parent conferences will be held a minimum of twice a year for all parents. **Strategy's Expected Result/Impact:** Parental awareness of student progress. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Dowling "Family Days" will be held four times per year. Families will be invited to the classrooms during the school day to participate in learning with students. **Strategy's Expected Result/Impact:** Increase in parent involvement **Staff Responsible for Monitoring:** Teachers Leadership CIS Coordinator **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Materials for Parent/Child Activities - Title One School-wide - $2,595				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Dowling will host a minimum of two Family Nights focusing on how parents can help students at home. **Strategy's Expected Result/Impact:** Increase in parental involvement. **Staff Responsible for Monitoring:** CIS Leadership **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 6: Dowling will meet the needs of students new to the campus.

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 Data
Panorama Data
Parent Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Dowling will develop and implement a student leadership team. The student leaders will present a welcome orientation to new students and serve as peer buddies. **Strategy's Expected Result/Impact:** Increase in new students' feeling of welcome to the campus. **Staff Responsible for Monitoring:** AP CIS Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A Dowling Family Handbook will be given to all students. **Strategy's Expected Result/Impact:** Increase in parental involvement; Welcoming environment **Staff Responsible for Monitoring:** Office Staff Principal **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Ector Middle School

2024-2025

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 2025, the percentage of students achieving or exceeding their READING RIT goal will increase from 69% to 71%.

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 2024 fall and MAP 2025 EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Reading End of Year MAP data for data tracking and update it with beginning-of-year and end-of-year data throughout the year. Teachers and students will track progress by specific TEK from each assessment to show progress. This information will be used to plan interventions and tutoring blocks, build student capacity, and celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Campus administration, department heads, teachers 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor, and multiple response strategies will be monitored to ensure lesson planning, coaching cycle, and boosting participation ratio fidelity. Administrators will conduct ten walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during walkthrough and observation. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, ICs **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will undergo a "feedback cycle" by administrators, department heads, and instructional coaches to provide "on the spot" coaching, feedback, and modeling. This will build the capacity of teachers to strengthen their content and pedagogy in the classroom. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, Department Heads and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use SCAs for planning using "Know and Shows," "backward planning," "coaching and feedback cycle follow-through," data desegregation, and next steps in weekly PLC meetings with admin, department heads, and instructional coaches. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction **Staff Responsible for Monitoring:** Admin, Dept. Heads, ICs **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By May 2025, the percentage of students achieving or exceeding their MATH RIT goal 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 2024 fall and MAP 2025 EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Math End of Year MAP data for data tracking and update it with beginning-of-year and end-of-year data throughout the year. Teachers and students will track progress by specific TEK from each assessment to show progress. This information will be used to plan interventions and tutoring blocks, build student capacity, and celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Campus administration, department heads, teachers 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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor, and multiple response strategies will be monitored to ensure lesson planning, coaching cycle, and boosting participation ratio fidelity. Administrators will conduct ten walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during walkthrough and observation. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, ICs **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will undergo a "feedback cycle" by administrators, department heads, and instructional coaches to provide "on the spot" coaching, feedback, and modeling. This will build the capacity of teachers to strengthen their content and pedagogy in the classroom. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, Department Heads and Instructional Coaches **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use SCAs for planning using "Know and Shows," "backward planning," "coaching and feedback cycle follow-through," data desegregation, and next steps in weekly PLC meetings with admin, department heads, and instructional coaches. **Strategy's Expected Result/Impact:** Improve Quality Tier 1 Instruction **Staff Responsible for Monitoring:** Admin, Dept. Heads, ICs **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By May of 2025, the % of students performing at the MEETS level on 6th-8th Math STAAR will increase from 38% to 55%.

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: 2025 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Math End of Year MAP data for data tracking and update it with beginning-of-year and end-of-year data throughout the year. Teachers and students will track progress by specific TEK from each assessment to show progress. This information will be used to plan interventions and tutoring blocks, build student capacity, and celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Campus administration, department heads, teachers and students tracking their own data. **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor, and multiple response strategies will be monitored to ensure lesson planning, coaching cycle, and boosting participation ratio fidelity. Administrators will conduct ten walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during walkthrough and observation. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, ICs **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will undergo a "feedback cycle" by administrators, department heads, and instructional coaches to provide "on the spot" coaching, feedback, and modeling. This will build the capacity of teachers to strengthen their content and pedagogy in the classroom. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, Department Heads and Instructional Coaches **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use SCAs for planning using "Know and Shows," "backward planning," "coaching and feedback cycle follow-through," data desegregation, and next steps in weekly PLC meetings with admin, department heads, and instructional coaches. **Strategy's Expected Result/Impact:** Improve Quality Tier 1 Instruction **Staff Responsible for Monitoring:** Admin, Dept. Heads, ICs **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 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 2025, the % of students performing at the MEETS level on 6th-8th Reading STAAR will increase from 42% to 55%

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: 2025 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Reading End of Year MAP data for data tracking and update it with beginning-of-year and end-of-year data throughout the year. Teachers and students will track progress by specific TEK from each assessment to show progress. This information will be used to plan interventions and tutoring blocks, build student capacity, and celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Campus administration, department heads, teachers and students tracking their own data. **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor, and multiple response strategies will be monitored to ensure lesson planning, coaching cycle, and boosting participation ratio fidelity. Administrators will conduct ten walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during walkthrough and observation. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, ICs **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will undergo a "feedback cycle" by administrators, department heads, and instructional coaches to provide "on the spot" coaching, feedback, and modeling. This will build the capacity of teachers to strengthen their content and pedagogy in the classroom. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, Department Heads and Instructional Coaches **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use SCAs for planning using "Know and Shows," "backward planning," "coaching and feedback cycle follow-through," data desegregation, and next steps in weekly PLC meetings with admin, department heads, and instructional coaches. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction **Staff Responsible for Monitoring:** Admin, Dept. Heads, ICs **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 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: By May of 2025, the % of students performing at the MEETS level on Algebra 1 EOC will increase from 93% to 98%.

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: ALG 1 EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Reading End of Year MAP data for data tracking and update it with beginning-of-year and end-of-year data throughout the year. Teachers and students will track progress by specific TEK from each assessment to show progress. This information will be used to plan interventions and tutoring blocks, build student capacity, and celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Campus administration, department heads, teachers 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor, and multiple response strategies will be monitored to ensure lesson planning, coaching cycle, and boosting participation ratio fidelity. Administrators will conduct ten walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during walkthrough and observation. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, ICs **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will undergo a "feedback cycle" by administrators, department heads, and instructional coaches to provide "on the spot" coaching, feedback, and modeling. This will build the capacity of teachers to strengthen their content and pedagogy in the classroom. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, Department Heads and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use SCAs for planning using "Know and Shows," "backward planning," "coaching and feedback cycle follow-through," data desegregation, and next steps in weekly PLC meetings with admin, department heads, and instructional coaches. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction **Staff Responsible for Monitoring:** Admin, Dept. Heads, ICs **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 6: By May of 2025, the % of students performing at the MEETS level on 8th Social Studies STAAR will increase from 12% to 40%.

High Priority

Evaluation Data Sources: STAAR 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Reading End of Year MAP data for data tracking and update it with beginning-of-year and end-of-year data throughout the year. Teachers and students will track progress by specific TEK from each assessment to show progress. This information will be used to plan interventions and tutoring blocks, build student capacity, and celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Campus administration, department heads, teachers 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor, and multiple response strategies will be monitored to ensure lesson planning, coaching cycle, and boosting participation ratio fidelity. Administrators will conduct ten walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during walkthrough and observation. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, ICs **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will undergo a "feedback cycle" by administrators, department heads, and instructional coaches to provide "on the spot" coaching, feedback, and modeling. This will build the capacity of teachers to strengthen their content and pedagogy in the classroom. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, Department Heads and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use SCAs for planning using "Know and Shows," "backward planning," "coaching and feedback cycle follow-through," data desegregation, and next steps in weekly PLC meetings with admin, department heads, and instructional coaches. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction **Staff Responsible for Monitoring:** Admin, Dept. Heads, ICs **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 7: By May of 2025, the % of students performing at the MEETS level on 8th Science STAAR will increase from 38% to 55%.

High Priority

Evaluation Data Sources: 2025 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Reading End of Year MAP data for data tracking and update it with beginning-of-year and end-of-year data throughout the year. Teachers and students will track progress by specific TEK from each assessment to show progress. This information will be used to plan interventions and tutoring blocks, build student capacity, and celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Campus administration, department heads, teachers 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor, and multiple response strategies will be monitored to ensure lesson planning, coaching cycle, and boosting participation ratio fidelity. Administrators will conduct ten walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during walkthrough and observation. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, ICs **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will undergo a "feedback cycle" by administrators, department heads, and instructional coaches to provide "on the spot" coaching, feedback, and modeling. This will build the capacity of teachers to strengthen their content and pedagogy in the classroom. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, Department Heads and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use SCAs for planning using "Know and Shows," "backward planning," "coaching and feedback cycle follow-through," data desegregation, and next steps in weekly PLC meetings with admin, department heads, and instructional coaches. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction **Staff Responsible for Monitoring:** Admin, Dept. Heads, ICs **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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: School Connectedness panorama data will increase from 37% to 50 %.

Evaluation Data Sources: Spring 2025 Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade-level assistant principals have been assigned to 6th, 7th, and 8th grades, along with a counselor and a clerk. Each grade-level assistant principal and counselor will work together to build positive relationships with students, teachers, and family members. APs and counselors will rotate with their students the following year to building capacity and trust with their students. **Strategy's Expected Result/Impact:** Building a positive relationship with parents and students and rebuilding the trust within our community. **Staff Responsible for Monitoring:** Admin, Assistant Principals, Counselors **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Grade-level counselors will conduct SEL lessons and hold peer-to-peer mentoring groups to support and build positive relationships with students. **Strategy's Expected Result/Impact:** Building a positive relationship with parents and students and rebuilding the trust within our community. **Staff Responsible for Monitoring:** Admin, Assistant Principals, Counselors **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Student daily attendance will increase from 92% to 95%.

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade-level counselors will conduct SEL lessons and hold peer-to-peer mentoring groups to support and build positive relationships with students. **Strategy's Expected Result/Impact:** Building a positive relationship with parents and students and rebuilding the trust within our community. **Staff Responsible for Monitoring:** Admin, Counselors **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Grade-level assistant principals, counselors, and teachers will hold attendance/truancy meetings with parents throughout the six weeks to assist with truancy prevention and provide support for families with transportation, SEL, and/or resources. **Strategy's Expected Result/Impact:** Increase campus culture, discipline, and attendance. **Staff Responsible for Monitoring:** Assistant Principals, counselors, teachers **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: 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: Exclusionary disciplinary infractions will decrease.

Evaluation Data Sources: District and campus Focus discipline reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will receive back to school CHAMPS Classroom Management Training to build teacher-capacity in classroom management. **Strategy's Expected Result/Impact:** Decrease in referrals and discipline. **Staff Responsible for Monitoring:** Assistant Principals, classroom teachers, counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will be trained on "referral checklist" to guide and assist teachers with steps for better classroom management in the beginning, middle and end of year. **Strategy's Expected Result/Impact:** Building a positive relationship with parents and students and rebuilding the trust within our community. **Staff Responsible for Monitoring:** Assistant Principals, Classroom Teachers, Counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: ECP will increase college and career readiness by creating equitable opportunities for students to develop instructional routines that support secondary academic success.

Evaluation Data Sources: Increase instructional routines and organization for students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ector will train and introduce AVID strategies to teacher and students and the AVID Site Team Lead will hold one meeting in the Fall and one meeting in the Spring to assist with implementation. **Strategy's Expected Result/Impact:** Increase instructional routines and organization for students. **Staff Responsible for Monitoring:** AVID teacher, admin, counselors **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselors will meet with students in the beginning of the year, middle of the year, and end of the year to demonstrate to students how to set academic and career goals as well as encourage them to create short and long-term goals for achieving academic success and skill development. **Strategy's Expected Result/Impact:** Increase instructional routines and organization for students. **Staff Responsible for Monitoring:** Admin, counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

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

Performance Objective 5: ECP will increas student Sense of Belonging - Panorama results from 33% to 50% for the 2025 school year.

Evaluation Data Sources: Spring 2025 Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade-level assistant principals have been assigned to 6th, 7th, and 8th grades, along with a counselor and a clerk. Each grade-level assistant principal and counselor will work together to build positive relationships with students, teachers, and family members. APs and counselors will rotate with their students the following year to building capacity and trust with their students. **Strategy's Expected Result/Impact:** Building a positive relationship with parents and students and rebuilding the trust within our community. **Staff Responsible for Monitoring:** Admin, Assistant Principals, Counselors **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Grade-level counselors will conduct SEL lessons and hold peer-to-peer mentoring groups to support and build positive relationships with students. **Strategy's Expected Result/Impact:** Building a positive relationship with parents and students and rebuilding the trust within our community. **Staff Responsible for Monitoring:** Admin, Assistant Principals, Counselors **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

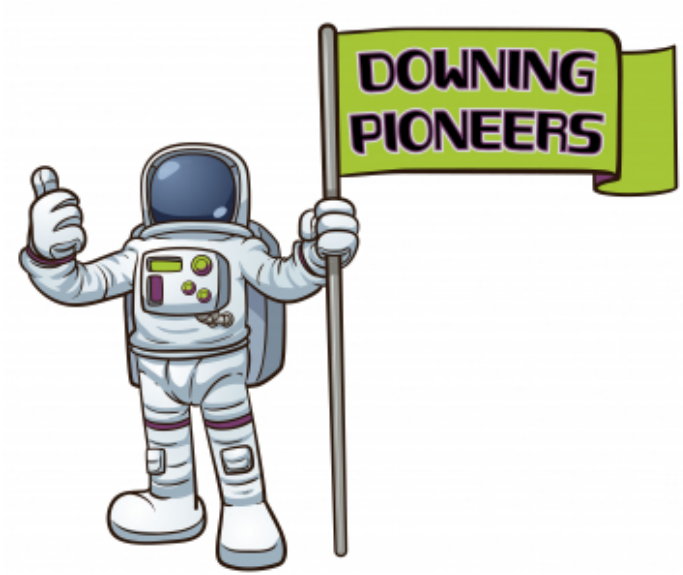
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Ector County Independent School District

Edward K. Downing Elementary

2024-2025

Accountability Rating: Not Rated



374

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 2025 across all tested content areas.

Performance Objective 1: By May of 2025, 40 % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 20% to 35%.

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%, 3rd Grade 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: SCAs, iReady, MAP, district Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide ongoing professional development for teachers focused on evidence-based math instruction strategies (AVID,LEAP, iReady, Blended Learning, ect.) **Strategy's Expected Result/Impact:** Increase student growth in MEETS. **Staff Responsible for Monitoring:** Administrators, MCL 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use STAAR data to identify specific areas where students are struggling from the previous year and create TEKS bins-electronically and paper based for additional support in the struggling areas for the individual student. **Strategy's Expected Result/Impact:** Using STAAR data to identify precise skill deficiencies and comprehension gaps in students, enabling targeted interventions and personalized instruction. This data-driven approach aims to improve overall reading proficiency, advancing students from "Approaches" to "Meets" and "Masters" levels on the STAAR reading assessment. Ultimately, it seeks to enhance academic outcomes and promote greater student success. **Staff Responsible for Monitoring:** All 3-5 grade teachers, Instructional Coach, MCLs, Assistant Principal and 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement small group math instruction to target struggling areas from the previous STAAR assessment. **Strategy's Expected Result/Impact:** Implementing targeted small group math instruction based on identified areas of struggle from previous STAAR assessment results enhances teaching effectiveness and personalization. This approach fosters better comprehension of mathematical skills, increases student engagement, and accelerates progress for those requiring extra support. As a result, it boosts the number of students achieving "Meets" and "Masters" levels on future STAAR math assessments, showcasing substantial improvements in academic achievement and overall performance. **Staff Responsible for Monitoring:** 3-5 grade math teachers, Resource Teacher, Inclusion teacher, Instructional Coach, AP, MCL and Principal **Title I:** 2.4, 2.5, 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 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 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: By May of 2025, 70% of all 3rd, 4th, and 5th Grade students will reach Approaches on Reading, 53% of all 3rd, 4th, and 5th Grade students will reach Meets or above on Reading, and 15% of all 3rd, 4th, and 5th Grade students will reach Mastery on Reading.

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: SCAs, Benchamarks, MAP, iReady, and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement I-Ready Reading with fidelity for 3rd-5th graders to achieve 60% or above on MAP Targeted Growth by the end of the year. This will involve comprehensive training for teachers, regular progress monitoring, and targeted interventions to ensure personalized learning and academic success. **Strategy's Expected Result/Impact:** Implementing targeted small group math instruction based on identified areas of struggle from previous STAAR assessment results enhances teaching effectiveness and personalization. This approach fosters better comprehension of literary skills, increases student engagement, and accelerates progress for those requiring extra support. As a result, it boosts the number of students achieving "Meets" and "Masters" levels on future STAAR reading assessments, showcasing substantial improvements in academic achievement and overall performance. **Staff Responsible for Monitoring:** 3-5 grade reading teachers, Resource Teacher, Inclusion teacher, Instructional Coach, AP, MCL and 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: EKD will contract Dr. Diana Ramirez-DMR Educational Consulting, Inc. to provide ECR writing and comprehension skills strategies covering Module 1 Literary Elements (Comprehension Skills, Vocabulary TEKS, Elements of Fiction, Author's Purpose and Craft, Response Skills-SCR) Module 2 Informational Text (Comprehension Skills, Vocabulary TEKS, Purpose, Text features, Organizational Patterns, Author's Purpose and Craft, Response Skills-SCR) Module 7 ECR Informational Writing and Module 7 ECR Argumentative/Opinion Writing (Effective introduction, Central Idea/Claim, Structure Development of Ideas, Effective Conclusion, Student Roles) **Strategy's Expected Result/Impact:** Teacher understanding of writing and comprehension skills strategies to implement during Reading instruction. **Staff Responsible for Monitoring:** Principal, MCLs, Instructional Coach, Assistant Principals and teachers **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				

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 2025 across all tested content areas.

Performance Objective 3: By May of 2025, 65% of 5th Grade students will reach Approaches on STAAR Science, 30% of the students will reach Meets, and 15% of the students will reach Mastery.

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: SCAs. MAP, district benchmarks, STAAR

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 4: By May of 2025, students in grades 1st-5th Reading will reach 60% growth on targets for MAP.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement I-Ready Reading with fidelity for 3rd-5th graders to achieve 60% or above on MAP Targeted Growth by the end of the year. This will involve comprehensive training for teachers, regular progress monitoring, and targeted interventions to ensure personalized learning and academic success. **Strategy's Expected Result/Impact:** Implementing I-Ready Reading with fidelity among 3rd-5th graders is expected to significantly boost MAP Targeted Growth scores to 60% or above, fostering improved reading proficiency and overall academic achievement by the end of the academic year. **Staff Responsible for Monitoring:** 3-5 grade reading teachers, Resource Teacher, Inclusion teacher, Instructional Coach, AP, MCL and 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 1: By May of 2025, 60% of all 3rd Graders will meet their MAP Reading Targeted Growth Goal.

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%, 3rd Grade 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 interval exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement I-Ready Reading with fidelity for 3rd graders to achieve 60% or above on MAP Targeted Growth by the end of the year. This will involve comprehensive training for teachers, regular progress monitoring, and targeted interventions to ensure personalized learning and academic success. **Strategy's Expected Result/Impact:** Implementing I-Ready Reading with fidelity among 3rd graders is expected to significantly boost MAP Targeted Growth scores to 60% or above, fostering improved reading proficiency and overall academic achievement by the end of the academic year. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Reading Coach, MCLs, Assistant Principal 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: By May of 2025, 70% of 3rd Graders will reach Approaches on Reading, 40% of the 3rd Graders will reach Meets on Reading, and 20% of the 3rd Graders will reach Mastery on STAAR. **Strategy's Expected Result/Impact:** Implementing I-Ready Reading with fidelity among 3rd graders is expected to significantly boost MAP Targeted Growth scores to 60% or above, fostering improved reading proficiency and overall academic achievement by the end of the academic year. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Reading Coach, MCLs, Assistant Principal 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 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 2025.

Performance Objective 1: By the end of the academic year, increase student proficiency in using AVID strategies across all grades K-5th by 20%, using WICOR strategies and Note Making organizer.

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%, 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, Lesson plans, PLCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement AVID K-5 WICOR strategies throughout all contents **Strategy's Expected Result/Impact:** Create a culture of organization and a connection to CCRS **Staff Responsible for Monitoring:** K-5 teachers, Instructional leaders, Instructional coach, MCLS **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Lesson plans will have the AVID component within the lesson **Strategy's Expected Result/Impact:** WICOR strategies to help students write and organize **Staff Responsible for Monitoring:** all staff, teachers, IC, and APs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 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 2025.

Performance Objective 2: 100% of K-5th grade students will utilize Avid planners to promote college readiness by creating student math, reading and attendance goals.

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: walkthroughs, spot checks of evidence through PLCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in 3-5 will have binders, dividers and notebook paper for all contents and utilize planners to support WICOR strategies. **Strategy's Expected Result/Impact:** WICOR strategies, increase in student data interpretation and goal setting **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Assistant Principals, Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will plan lessons with AVID component to increase academic student growth **Strategy's Expected Result/Impact:** Teachers plan to increase student growth and growth for students will impact writing skills in their state assessments **Staff Responsible for Monitoring:** All staff, APs, IC, MCLs, teachers and Principal **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				

 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 2025.

Performance Objective 3: Improve EKD Elementary School PTO membership by offering incentives to classes where 60% or more parents enroll in PTO. This initiative aims to foster community engagement, strengthen school-parent partnerships, and enhance support for student success through increased parental involvement.

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: Parental engagement list of participants, attendance of parents during Title 1 meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: By December of 2024, EKD Elementary will increase its PT0 membership from 10 members to 25 or more members. **Strategy's Expected Result/Impact:** By incentivizing classes with high PTO enrollment, EKD Elementary expects to cultivate stronger school-community relationships, enhance parental engagement in school activities, and ultimately enrich the educational experience and support for all students. **Staff Responsible for Monitoring:** Assistant Principal, Counselor, Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Parental engagement through Movie Nights and other activities during the school year. **Strategy's Expected Result/Impact:** A continuous parent/teacher relationship to support student academic growth **Staff Responsible for Monitoring:** Principal, APs and all teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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				

 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 2025.

Performance Objective 4: By May 2025, Attendance at EKD elementary will increase from 92% to 97% for all grade levels.

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%, 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: daily, weekly and monthly verification reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will implement an incentive system to reward students throughout the 4th week, and 9th week mark. **Strategy's Expected Result/Impact:** Increase attendance to 97% or higher to meet state's requirement **Staff Responsible for Monitoring:** All teachers, attendance clerk, APs, Counselors, Principal **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Active effort from teachers to communicate with parents and reiterate importance of attendance during 3rd and 4th 6 weeks **Strategy's Expected Result/Impact:** parent teacher communication and parental engagement, students' academically gain instruction **Staff Responsible for Monitoring:** All teachers. attendance clerk, APs, Counselors, and Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Sending home a school letter requiring parent signature when students have missed 5 days, 10 days, 15 days, 20 days etc.. The letter will include a graphic explaining the importance of school attendance. **Strategy's Expected Result/Impact:** Connectedness from campus to community **Staff Responsible for Monitoring:** All teachers. attendance clerk, APs, Counselors, and Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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				

 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 2025.

Performance Objective 5: To enhance student success and well-being, our objective is to establish a comprehensive partnership with Communities in Schools (CIS) that supports key areas including attendance improvement, parental engagement, social-emotional support, and campus food security

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%, 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: Reports and meeting notes from coordination meetings with CIS.
Purpose: Review the progress of program implementation, identify any challenges, and ensure that strategies are being executed as planned.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Develop and apply targeted interventions for students with chronic absenteeism, such as personalized follow-ups from counselors or mentors. CIS will help call parents to monitor attendance. **Strategy's Expected Result/Impact:** Increase attendance and student academic achievement **Staff Responsible for Monitoring:** CIS coordinator, APs, Building clerk, teacher, Principal and counselors **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize CIS resources to offer additional support, such as home visits or counseling, to address barriers to regular attendance. Provide workshops for students and parents on the importance of regular attendance and strategies to overcome common challenges **Strategy's Expected Result/Impact:** Connectedness between Campus and Community, this will impact attendance and academic achievement **Staff Responsible for Monitoring:** CIS coordinator, building clerk, APs, counselors, Principal and teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

G.E."Buddy" West Elementary

2024-2025

Accountability Rating: F



393

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 2025 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 67%.

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
I-Ready Diagnostic Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** I-ready Monthly Reading Growth - Students meeting I-ready Goals SCA at meets level MAP growth from BOY to MOY to EOY **Staff Responsible for Monitoring:** MCLs and Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will 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:** MCLs and Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: The percentage of students K-5 achieving or exceeding their Reading RIT goal will increase from 57% to 67%.

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
Diagnostic IReady Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Rigor in Lessons Growth in I-ready reading **Staff Responsible for Monitoring:** MCLs and Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; I-ready for 60 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Growth in I-ready reading Students meeting I-ready monthly goals **Staff Responsible for Monitoring:** MCLs and Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, 50% 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
I-ready Diagnostic Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Rigor in lessons Alignment to District Framework **Staff Responsible for Monitoring:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 and MAP Goals met **Staff Responsible for Monitoring:** 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				

 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 2025 across all tested content areas.

Performance Objective 4: By May of 2025, 50% 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
SCA
IReady Reports
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Understanding of TEKS Rigor in lessons **Staff Responsible for Monitoring:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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; I-Ready for 60 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Growth on I-ready Reading **Staff Responsible for Monitoring:** 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

401

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 2025.

Performance Objective 1: The percentage of Kindergarten-2nd grade students who meet their projected growth on Reading MAP will increase 12% compared to 23-24 (English Testers: Kindergarten-35%, 1st Grade-39%, 2nd Grade-45%) (Spanish Testers: Kindergarten-30%, 1st Grade-50%, 2nd Grade-47%).

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: iReady, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCL's 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 on MAP EOY in K-2 Increase students meeting projected growth goals **Staff Responsible for Monitoring:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-2 classroom teachers will target at risk populations and utilize LLI a minimum of three times a week for 20-25 minutes per group; small group instruction and aggressive monitoring a minimum of four times per week to effectively tailor instruction to meet the needs of the students; iReady for 30 minutes three times a week; adhere to ECISD ELAR framework; use approved rigorous instructional materials. **Strategy's Expected Result/Impact:** Increase students meeting projected growth on MAP assessment Increase students reading on grade level Increase quality of instruction and provide earlier intervention **Staff Responsible for Monitoring:** 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 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 2025.

Performance Objective 2: The percentage of 3rd grade students who meet their projected growth on Reading MAP will increase 10% compared to 23-24 (English Testers: 58%) (Spanish Testers: 72%).

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: iReady, MAP, SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Number of students meeting MAP growth goal will increase. **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IReady Reading progress and ELAR SCAs. Teachers will conference with students to discuss data folders and provide new goals each grading period. **Strategy's Expected Result/Impact:** Students will increase MAP reading growth, iReady 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				

 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 2025.

Performance Objective 3: The percentage of 3rd grade students who performed at the APPROACHES and MEETS level on their Reading STAAR will increase 10% (English Testers: Approaches 66%, Meets 37%) (Spanish Testers: Approaches 48%, Meets 18%).

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR, MAP Projected Proficiency

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use aggressive monitoring during independent work and provide immediate reteach in small group to students who are struggling to understand concept. If more than 50% of students need reteach, the teacher will provide in whole group. **Strategy's Expected Result/Impact:** Intervention provided sooner leading to increased mastery of objectives taught. **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each teacher will follow backwards planning process including creation of exemplars and know/shows. Teachers will keep a data binder which includes exemplars and aggressive monitoring sheets completed during independent practice. **Strategy's Expected Result/Impact:** Teacher focus on TEKS mastery and awareness of students who need concentrated intervention. **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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Identified students will receive FEV tutoring for 120 minutes a week, LLI intervention for 30 minutes a 3x/ week and 60 minutes of iReady based on data. **Strategy's Expected Result/Impact:** Targeted intervention leading to mastery of concepts in ELAR which will increase scores on SCA's and increase growth overall. **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 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 2025.

Performance Objective 1: 2nd-5th grade students will utilize Avid planners to promote college readiness.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner **Strategy's Expected Result/Impact:** Better student organization and improved communication. **Staff Responsible for Monitoring:** Teachers, AVID Site Team **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation. **Strategy's Expected Result/Impact:** Improve teacher's ability to model AVID strategies for students. **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, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

408

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 2025.

Performance Objective 2: School Connectedness Panorama data will increase from 67% to 72%.

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: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead SEL curriculum will be implemented weekly in classrooms 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character Education lessons will be rolled out to students twice a month for 30 minutes each lesson by the counselor. **Strategy's Expected Result/Impact:** Self Regulation and Coping Skills Positive Relationships among students/staff Problem Solving Skills **Staff Responsible for Monitoring:** Teachers and 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 2025.

Performance Objective 3: Student daily attendance will increase from 92.05% to 95% by May 2025.

High Priority

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

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Parents will be contacted daily regarding student absences by attendance clerk. Campus will follow District truancy contact procedures at each level. **Strategy's Expected Result/Impact:** Increased student attendance. **Staff Responsible for Monitoring:** Attendance clerk, Teachers, Counselor, Administration, Attendance Liasons **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will hold attendance celebrations/acknowledgements to increase student engagement and awareness. Students with perfect attendance will be acknowledged each grading period. Students with less than 3 absences per semester will be invited to an attendance celebration at the end of each semester. **Strategy's Expected Result/Impact:** 95% attendance EOY rate for 24-25 **Staff Responsible for Monitoring:** All staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

412

Ector County Independent School District

Gale Pond Alamo Elementary

2024-2025

Accountability Rating: A

413

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 2025, the % of students performing at the Meets level on the 3rd - 5th grade MATH STAAR test will increase from 67% to 80%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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, STAAR, SCA's and IReady assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Complete a DATA DEEP DIVE into current and historical STAAR data to determine TEKS that we consistently perform low on and have vertical conversations around those TEKS campus wide to determine new teaching strategies. **Strategy's Expected Result/Impact:** Teachers will enhance teaching strategies for highly tested TEKS across all grade levels. **Staff Responsible for Monitoring:** Teachers / 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Focus PLCs on Math to create Know and Shows for Readiness TEKS and Highly Tested Standards. **Strategy's Expected Result/Impact:** Teachers will establish a deeper understanding of the verbage of TEKS and improve overall TIER 1 instruction. **Staff Responsible for Monitoring:** Teachers / 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				

 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 2025, the % of students performing at the Meets level on the 3rd - 5th grade READING STAAR test will increase from 56% to 70%.

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, STAAR, SCA's and IReady assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Complete a DATA DEEP DIVE into current and historical STAAR data to determine TEKS that we consistently perform low on and have vertical conversations around those TEKS campus wide to determine new teaching strategies. **Strategy's Expected Result/Impact:** Teachers will enhance teaching strategies for highly tested TEKS across all grade levels. **Staff Responsible for Monitoring:** Teachers / 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 **Problem Statements:** Demographics 1, 2, 3 - Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Focus PLCs on Reading to create Know and Shows for Readiness TEKS and Highly Tested Standards. **Strategy's Expected Result/Impact:** Teachers will establish a deeper understanding of the verbage of TEKS and improve overall TIER 1 instruction. **Staff Responsible for Monitoring:** Teachers / 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 **Problem Statements:** Demographics 1, 2, 3 - Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				

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 2025, the % of students performing at the Meets level on the 5th grade SCIENCE STAAR test will increase from 44% to 55%.

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%

Evaluation Data Sources: MAP, STAAR, SCA's

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Complete a DATA DEEP DIVE into current and historical STAAR data to determine TEKS that we consistently perform low on and have vertical conversations around those TEKS campus wide to determine new teaching strategies. **Strategy's Expected Result/Impact:** Teachers will enhance teaching strategies for highly tested TEKS across all grade levels. **Staff Responsible for Monitoring:** Teachers / 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Focus PLCs on Science to create Know and Shows for Readiness TEKS and Highly Tested Standards. **Strategy's Expected Result/Impact:** Teachers will establish a deeper understanding of the verbage of TEKS and improve overall TIER 1 instruction. **Staff Responsible for Monitoring:** Teachers / 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By May 2025, the percentage of K-2 students who "MEET or EXCEED" their growth projection will increase from 58% 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%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will implement SAXON PHONICS with fidelity across grades K-2. **Strategy's Expected Result/Impact:** Improved phonics skills and mastery of high frequency words for students K-2. **Staff Responsible for Monitoring:** Teachers / 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 **Problem Statements:** Student Achievement 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will implement IReady Reading with fidelity across grades K-2. **Strategy's Expected Result/Impact:** Students will receive weekly skills practice targeted at their particular educational path. **Staff Responsible for Monitoring:** Teachers / 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 4				

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 2025, the percentage of K-2 students who meet their "TYPICAL GROWTH GOAL" from their BOY diagnostic to their EOY diagnostic will be 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%, 3rd Grade 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: IReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will implement SAXON PHONICS with fidelity across grades K-2. **Strategy's Expected Result/Impact:** Improved phonics skills and mastery of high frequency words for students K-2. **Staff Responsible for Monitoring:** Teachers / 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will implement IReady Reading with fidelity across grades K-2. **Strategy's Expected Result/Impact:** Students will receive weekly skills practice targeted at their particular educational path. **Staff Responsible for Monitoring:** Teachers / 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 2: Strategic Staffing, 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: By May 2025, the percentage of 3rd grade students who get MEETS on the 3RD grade STAAR READING tests will increase from 48% to 60%.

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, STAAR, SCA's and IReady assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will implement IReady Reading with fidelity in grade 3. **Strategy's Expected Result/Impact:** Students will receive weekly skills practice targeted at their particular educational path. **Staff Responsible for Monitoring:** Teachers / 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will use HIGH IMPACT TUTORING to address the needs of 3rd grade students who are performing below grade level based on their BOY MAP results. **Strategy's Expected Result/Impact:** Students who are struggling in the area of READING will be provided with targeted intervention to address their needs. **Staff Responsible for Monitoring:** Teachers / Admin / 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 **- 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: By May 2025, our school CONNECTEDNESS INDICATOR on PANORAMA will increase from 79% (EOY 2023) to 85%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama, ILead

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Our campus will implement ILead curriculum through weekly guidance counseling meetings with the counselor. **Strategy's Expected Result/Impact:** Students will learn about building connections with others and gain a deeper understanding of their connection to the campus. **Staff Responsible for Monitoring:** Teachers / Admin / Counselor **Title I:** 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Our campus will continue our STUDENT OF THE MONTH program, and work with teachers to provide opportunities for all students to be eligible to be nominated as student of the month. **Strategy's Expected Result/Impact:** Students will deepen their sense of pride in themselves and their school. **Staff Responsible for Monitoring:** Teachers / Admin / Counselor **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

 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 May 2025, our school SENSE OF BELONGING indicator on PANORAMA will increase from 77% (EOY 2023) to 87%.

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, ILead

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Our campus will implement ILead curriculum through weekly guidance counseling meetings with the counselor. **Strategy's Expected Result/Impact:** Students will learn about building connections with others and gain a deeper understanding of their connection to the campus. **Staff Responsible for Monitoring:** Teachers / Admin / Counselor **Title I:** 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Our campus will continue our STUDENT OF THE MONTH program, and work with teachers to provide opportunities for all students to be eligible to be nominated as student of the month. **Strategy's Expected Result/Impact:** Students will deepen their sense of pride in themselves and their school. **Staff Responsible for Monitoring:** Teachers / Admin / Counselor **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

 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 May 2025, our campus OVERALL ATTENDANCE PERCENTAGE will increase from 95.1 (2023) to 97%.

High Priority

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

Evaluation Data Sources: Daily Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will implement a GRADE LEVEL attendance competition. **Strategy's Expected Result/Impact:** The competition / incentive will increase students desire to be at school to help their grade level win. **Staff Responsible for Monitoring:** Teachers / Admin / Clerk **Title I:** 2.5, 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will send home MAGNET ATTENDANCE WARNINGS throughout the year to keep families aware of their students attendance. **Strategy's Expected Result/Impact:** Parents will be aware of their students attendance and the impact it has on learning. **Staff Responsible for Monitoring:** Teachers / Admin / Clerk **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 - School Context and Organization 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 4: By May 2025, the number of campus referrals will DECREASE by 20% from 96 in 2023 to 75 in 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: Referral logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Leadership will conduct training on campus discipline practices during PLCs TWO times during the year. **Strategy's Expected Result/Impact:** Teachers will develop a better understanding of what deems certain behaviors "referral worthy" and which behaviors can be addressed through other means. **Staff Responsible for Monitoring:** Teachers / Admin **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will hold MAGNET BEHAVIOR CONTRACT meetings with families of students who receive their THIRD referral for any reason throughout the school year. **Strategy's Expected Result/Impact:** Parents will be aware of their students behavior and the campus will establish a system of support around students who are struggling behaviorally. **Staff Responsible for Monitoring:** Administration **Title I:** 4.1 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 - School Context and Organization 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Goliad Elementary

2024-2025

433

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 30% to 40% by May 2025 across all tested content areas.

Performance Objective 1: The percentage of students K-5 achieving or exceeding their Math RIT goal will increase from 20% to 40%.

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
IReady Diagnostic Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** IReady Diagnostic - students meeting I ready goals SCA at meets level MAP growth from BOY to MOY to EOY **Staff Responsible for Monitoring:** MCLs A-ILT team Assistant Principal Principal **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:** - Title One Instructional Continuity - $79,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize , 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:** MCLs A-ILT team Assistant Principal Principal **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Tutoring - Title One Instructional Continuity - $8,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 30% to 40% by May 2025 across all tested content areas.

Performance Objective 2: The percentage of students K-5 achieving or exceeding their Reading RIT goal will increase from 25% to 45 %.

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
Diagnostic IReady Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Rigor in Lessons Growth in - MAP reading, I ready Reading monolingual , I station bilingual **Staff Responsible for Monitoring:** MCL's A-ILT Team Assistant Principal Principal **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 **Funding Sources:** Opportunity Culture - Title One Instructional Continuity - $79,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at-risk populations, and 3rd-5th will utilize LLI three times a week for 20-25 minutes per group; I ready and I station (bilingual) for 60 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Growth in MAP reading and Istation Reading Students meeting I ready and Istation monthly Goals **Staff Responsible for Monitoring:** MCL's A-ILT team Assistant Principal Principal **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 **Funding Sources:** Tutoring after school - Title One Instructional Continuity - $8,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 30% to 40% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, 42% 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Rigor in lessons Alignment to District Framework **Staff Responsible for Monitoring:** MCLs A-ILT team Assistant Principal Principal **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 **Funding Sources:** Opportunity Culture - Title One Instructional Continuity - $79,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and, 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:** MCL's A-ILT Team Assistant Principal Principal **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 **Funding Sources:** Tutoring after school - Title One Instructional Continuity - $8,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 30% to 40% by May 2025 across all tested content areas.

Performance Objective 4: By May of 2025, 40% 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
IReady Reports
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Understanding of TEKS Rigor in lessons **Staff Responsible for Monitoring:** MCL's A-ILT Team Assistant Principal Principal **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 **Funding Sources:** Opportunity Culture - Title One Instructional Continuity - $79,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and utilize Do the Math three times a week for 20-25 minutes per group; I Ready for 60 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Growth on MAP , I ready I station **Staff Responsible for Monitoring:** MCL's A-ILT team Assistan Principal Principal **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 **Funding Sources:** Tutoring after school - Title One Instructional Continuity - $8,000				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 9% to 20% by May 2025

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Implement DDI process in PLCs with Fidelity Increase percentage of students who met growth projection in MAP EOY in K-2 K- from 54 to 74% 1st - from 30 to 50% 2nd - 73 to 93% **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 - **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 **Funding Sources:** Opportunity Culture - Title One Instructional Continuity - $79,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-2 classroom teachers will target at risk populations and utilize small group reading intervention four times a week for 20-25 minutes per group; iReady for 40 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Student's will be monitored by monthly iReady 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-3 MCLs Principals **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 **Funding Sources:** Tutoring after school - Title One Instructional Continuity - $8,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 9% to 20% by May 2025

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Implement DDI process in PLCs with Fidelity Increase percentage of students who met growth projection in MAP EOY in K-2 K- from 54 to 74% 1st - from 30 to 50% 2nd - 73 to 93% **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 - **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 **Funding Sources:** Opportunity Culture - Title One Instructional Continuity - $79,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly iReady Reading progress and ELAR SCAs. **Strategy's Expected Result/Impact:** Increase percentage of students who met growth projection in MAP EOY in K-2 K- from 54 to 74% 1st - from 30 to 50% 2nd - 73 to 93% **Staff Responsible for Monitoring:** MCLs A-ILT Assistant Principal Principal **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				

 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 9% to 20% by May 2025

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 iReady Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** 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 **- 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 **Funding Sources:** Opportunity Culture - Title One School- Improvement - $79,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 classroom teachers will target at risk populations and utilize reading interventions three times a week for 20-25 minutes per group; iReady for 40 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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, 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 9% to 20% by May 2025

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 iReady Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** 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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Opportunity Culture - Title One Instructional Continuity - $79,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 classroom teachers will target at risk populations and utilize reading interventions four times a week for 20-25 minutes per group; iReady for 40 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Student's will be monitored by monthly iReady 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-3 MCLs Principal **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				

 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 2025.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner. **Strategy's Expected Result/Impact:** organization two way communication **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 **Funding Sources:** Planners - Title One School-wide - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Funding Sources:** AVID Training - Title One School-wide - $1,000				450

 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 2025.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead curriculum will be implemented 4 time a week for 10 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 **Funding Sources:** Motivation prizes, brag tags, - Title One School-wide - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 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 2025.

Performance Objective 3: Student daily attendance will increase from 92.4% to 95%.

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: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Contact form. **Strategy's Expected Result/Impact:** Increase attendance to 95% **Staff Responsible for Monitoring:** Teachers Counselor CIS Assistant Principal Principal **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will hold attendance celebrations for students meeting 100% attendance. **Strategy's Expected Result/Impact:** 95% attendance EOY rate **Staff Responsible for Monitoring:** Teachers Grade level Attendance Liaisons Counselor CIS Principals **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Attendance Incentives - Title One School-wide - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Gonzales Elementary

2024-2025



456

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 2025, 70% of K-5th students will reach their individual RIT Growth scores in MAP Math.

High Priority

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

Evaluation Data Sources: NWEA BOY, MOY, EOY reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Gonzales staff will conduct PLC metings to disaggregate MAP data to create intervention plans after each administration. **Strategy's Expected Result/Impact:** Over 50% of our Kindergarten students will meet their growth goal for the year. **Staff Responsible for Monitoring:** Teachers, Leadership Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Online tutoring (1 hour weekly) will be given to 3rd - 5th grade students who are performing below grade level. **Strategy's Expected Result/Impact:** MAP growth, higher number of students reaching projected growth goal **Staff Responsible for Monitoring:** Teachers, Leadership team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Parent Engagement committee will plan academic nights focused on engaging families in math activities and training parents as to the importance of TEKS and student performance. **Strategy's Expected Result/Impact:** Parents will have a heightened awareness of math expectations and student data. **Staff Responsible for Monitoring:** Parent engagement team, leadership				

No Progress



Accomplished


Continue/Modify


Discontinue

457

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving 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 2025, 70% of K-5th students will reach their individual RIT Growth scores in MAP Reading.

High Priority

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

Evaluation Data Sources: NWEA BOY, MOY, EOY reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Gonzales will implement a schedule for grade levels to dedicate to intervention and small group instruction for students performing below grade level. **Strategy's Expected Result/Impact:** MAP growth, increased number of students reaching projected growth goals. **Staff Responsible for Monitoring:** Teachers, leadership				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive guidelines and practice to implement appropriate grouping practices using Istation, Iready and MAP Data. After initial training, teachers will review data monthly and make changes to small groups as needed. **Strategy's Expected Result/Impact:** Students will received focused instruction during small group reading **Staff Responsible for Monitoring:** Teachers, leadership **Funding Sources:** Stipends to give teachers for Saturday PD - Title One School-wide - $5,800				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Parent engagement committee will plan academic nights for families with a focus on literacy slow and building awareness of ELAR TEKS and student progress. **Strategy's Expected Result/Impact:** Parents will gain a Heightened awareness of literacy expectations for students. **Staff Responsible for Monitoring:** Parent engagement committee, teachers, leadership **Funding Sources:** Supplies for academic night r - Title One School-wide - $750				

 No Progress  Accomplished  Continue/Modify  Discontinue

458

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving 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 2025, 60% 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PLC meetings will be conducted using the DDI process with fidelity. Emphasis will be placed on creating meaningful reteach opportunities based on student performance on chosen assessments. **Strategy's Expected Result/Impact:** Teachers will be able to enhance their lesson delivery through planning and practice. **Staff Responsible for Monitoring:** Teachers, leadership team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus ILT and MCL will support departmentalized math teachers in grades 3 through 5 and using district resources and planning using district math framework. **Strategy's Expected Result/Impact:** Leadership team will be able to build capacity and our instructional staff. **Staff Responsible for Monitoring:** Instructional coach, administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Online tutoring service will be provided to students who are performing below grade level on MAP assessment. **Strategy's Expected Result/Impact:** Students will receive targeted instruction and show progress on targeted TEKS **Staff Responsible for Monitoring:** Teachers, instructional coach, administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: A part time tutor will be hired to provide small group instruction to selected students needing targeted intervention from 3rd - 5th grade. **Strategy's Expected Result/Impact:** With focused intervention, students receiving tutoring will gain progress in STAAR performance. **Staff Responsible for Monitoring:** Leadership **Funding Sources:** Tutoring Pay - Title One School- Improvement - $25,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: By May 2025, 60% 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Online tutoring will be provided to students who are performing below grade level. Tutoring will be offered to provide small group instruction to selected students needing targeted intervention from 3rd - 5th grade. **Strategy's Expected Result/Impact:** With focused intervention, students receiving tutoring will gain progress in STAAR performance. **Staff Responsible for Monitoring:** Leadership **Funding Sources:** Tutoring pay - Title One School-wide - $6,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff will Engage in the DDI process during PLC meetings weekly. Focus will be placed on creating high-quality tier 1 instruction. **Strategy's Expected Result/Impact:** Teachers will be able to effectively plan for instruction. **Staff Responsible for Monitoring:** Teachers, instructional coach, administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Gonzales will implement a schedule for grade levels to dedicate to intervention and small group 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				

No Progress


Accomplished

Continue/Modify

Discontinue

461

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 65% by May 2025

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will continue to implement the Data-Driven Instructional process including the development of TEKS knowledge (Know/Show charts), follow a consistent Observation/Feedback schedule, and analyze student work to ensure mastery of learning objectives during PLCs. and calendared coaching sessions. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will continue to implement the Data-Driven Instructional process including the development of TEKS knowledge (Know/Show charts), follow a consistent Observation/Feedback schedule, and analyze student work to ensure mastery of learning objectives during PLCs. and calendared coaching sessions. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will continue to implement the Data-Driven Instructional process including the development of TEKS knowledge (Know/Show charts), follow a consistent Observation/Feedback schedule, and analyze student work to ensure mastery of learning objectives during PLCs. and calendared coaching sessions. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will continue to implement the Data-Driven Instructional process including the development of TEKS knowledge (Know/Show charts), follow a consistent Observation/Feedback schedule, and analyze student work to ensure mastery of learning objectives during PLCs. and calendared coaching sessions. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: 100% of Gonzales 3rd - 5th Grade students will use AVID planners and maintain AVID binders.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will be provided with daily planners to use for day to day classwork and school to home communication. **Strategy's Expected Result/Impact:** Students will gain an understanding of planning and organizational skills. **Staff Responsible for Monitoring:** Teachers, AVID site coordinator, Leadership Team **Funding Sources:** Planners - Title One School-wide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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 53% 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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Gonzales Elementary's attendance will increase from 92.3% to 95% during the 2024-2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will make contact with families via phone, email or Focus Communication tool regarding daily absences for wellness check-ins. **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will conduct individual goal setting meetings with each student to establish academic goals and establish a data folder with that student. **Strategy's Expected Result/Impact:** Through initial goal setting and regular feedback and monitoring, teachers will empower students to understand their areas of weakness and celebrate their successes while building trust and rapport with each other. **Staff Responsible for Monitoring:** Classroom teachers, Leadership Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will communicate with families through 2 formal conferences and regular two way communication throughout the 2024-2025 school year. **Strategy's Expected Result/Impact:** By making the commitment to regular communication and planning for productive formal conferences, teachers can build trust and rapport with parents. In turn, support for the campus will grow. **Staff Responsible for Monitoring:** Teachers, Leadership Team				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Gonzales Elementary Parent Engagement Committee will plan two academic nights, 2 parent learning nights and at least 1 parent workshop during the 2024-2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in 3rd - 5th grade will be allowed to apply for a Self-Manager status through a rigorous screening and interview process. **Strategy's Expected Result/Impact:** Students who are successful Self-Managers will gain an understanding of the requirements needed to maintain their status through high accountability. They must maintain good attendance, grades, volunteerism, and peer modeling. These students will serve as role models and influencers for the student body. **Staff Responsible for Monitoring:** School Counselor, Leadership Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Self-Managers will be utilized as hosts and planners for parent engagement events. **Strategy's Expected Result/Impact:** Students will benefit from serving as hosts and be able to practice appropriate communication and customer service skills. **Staff Responsible for Monitoring:** School Counselor, Leadership Team				

No Progress


Accomplished

Continue/Modify

Discontinue

Ector County Independent School District

Hays Magnet Academic Academy

2024-2025



471

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 2025 across all tested areas.

Performance Objective 1: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 64% to 70%.

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%, 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation based on student data. **Strategy's Expected Result/Impact:** Increase in the number of scholars performing at or above the meets level **Staff Responsible for Monitoring:** Teachers, 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 **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

 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 2025 across all tested areas.

Performance Objective 2: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 72% to 76 %.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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 **Problem Statements:** Student Achievement 2, 4 - Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 **Problem Statements:** Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 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 **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

 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 2025 across all tested areas.

Performance Objective 3: By May of 2025, the percentage of 5th grade scholars performing at the MEETS level on Science STAAR will increase from 33% to 37%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Problem Statements:** Student Achievement 1, 2, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** PLTW Training - Title One School-wide - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: STEMscopes labs and the Science lab will be utilized weekly. **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 **Problem Statements:** Student Achievement 1, 2, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

 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 2025 across all tested areas.

Performance Objective 4: 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			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Problem Statements:** Student Achievement 1, 2, 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Problem Statements:** Student Achievement 1, 2, 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				

 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 2025 across all tested areas.

Performance Objective 5: 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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 **Problem Statements:** Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 **Problem Statements:** Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 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 **Problem Statements:** Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				

 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 2025.

Performance Objective 1: The percentage of Kindergarten-3rd achieving or exceeding their READING RIT goal will increase from 66% to 70%.

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-Ready

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Problem Statements:** Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **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 **Problem Statements:** Student Achievement 1, 2, 3, 4, 5 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - School Context and Organization 1				

 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 2025.

Performance Objective 2: The percentage of K-3 students will show growth from 76% to 80% 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			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Problem Statements:** Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Problem Statements:** Student Achievement 1, 2, 3, 5 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1				

 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 2025.

Performance Objective 3: The percentage of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 68% to 70%.

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%, 3rd Grade 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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; 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 **Problem Statements:** Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tailor teaching methods to meet the diverse needs of students by utilizing small group instruction, one-on-one tutoring, and personalized learning plans. **Strategy's Expected Result/Impact:** Closing achievement gaps **Staff Responsible for Monitoring:** Teachers, IC, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4, 5 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - School Context and Organization 1				

 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 2025.

Performance Objective 1: School Connectedness Panorama data will increase from 65% to 75%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Guidance Lessons presented by counselor; 7-Mindsets Self-Paced

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Encouragement & Praise: Offer specific praise for efforts and accomplishments. Focus on the process and improvement rather than just the outcomes. **Strategy's Expected Result/Impact:** Increase self-confidence & Self-efficacy **Staff Responsible for Monitoring:** Counselor; Teachers; Admin **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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 **Problem Statements:** Student Achievement 3 - School Culture and Climate 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Conflict Resolution: Equip students with strategies to resolve conflicts amicably. This can build their confidence in handling social situations. **Strategy's Expected Result/Impact:** Leadership; Classroom Responsibilities; Create Confidence and Competency **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 **Problem Statements:** Student Achievement 3 - School Culture and Climate 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Empower 'Hays Ambassadors' to identify issues/concerns within the school and work on projects that improve the school environment. **Strategy's Expected Result/Impact:** Boost self-confidence and self-esteem; developing future leaders **Staff Responsible for Monitoring:** AVID Site Team; Admin **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: Student daily attendance will increase from 94% to 96%.

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: Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide personalized support and counseling for students with frequent absences. **Strategy's Expected Result/Impact:** Create a supportive environment that encourages regular attendance and addresses the various factors that contribute to absenteeism. **Staff Responsible for Monitoring:** Attendance Clerk, Counselor, Teachers, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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 **Problem Statements:** Student Achievement 1, 3, 5 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Create attendance teams or committees to address attendance issues and develop school-wide strategies. **Strategy's Expected Result/Impact:** Create a supportive environment that encourages regular attendance and addresses the various factors that contribute to absenteeism. **Staff Responsible for Monitoring:** Attendance Clerk, Counselor, Teacher, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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 **Problem Statements:** Student Achievement 1, 3, 5 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1				

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 2025.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from % to %.

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: Referrals

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 2025.

Performance Objective 4: 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of teachers will receive AVID Foundations Training and/or attend AVID Summer Institute . **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 **Problem Statements:** Student Achievement 1, 2, 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 **Funding Sources:** AVID Summer Institute - Title One School-wide - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 **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 **Problem Statements:** Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 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. 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; Admin **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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 **Problem Statements:** Student Achievement 1, 3, 5 - School Culture and Climate 1, 2 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1				

 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 2025.

Performance Objective 5: 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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 **Problem Statements:** Student Achievement 1, 2, 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 **Funding Sources:** Instructional Coach Salary - Title One School-wide - $80,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 **Problem Statements:** Student Achievement 1, 5 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1				

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 2025.

Performance Objective 6: 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly "Coffee with Leadership" to coordinate with family members to address academic behavioral, social and mental health issues. **Strategy's Expected Result/Impact:** Community outreach; healthy and happy students **Staff Responsible for Monitoring:** Counselor, IC, Principal, Assistant Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3, 5 - School Culture and Climate 1 - Parent and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Hays STEAM Academy will plan a Family Night Events every 9-weeks. **Strategy's Expected Result/Impact:** Create a supportive environment **Staff Responsible for Monitoring:** Leadership Team, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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 **Problem Statements:** Student Achievement 5 - School Culture and Climate 2 - Parent and Community Engagement 1 **Funding Sources:** Materials and supplies - Title One School-wide - $1,900				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Ireland Elementary

2024-2025



499

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 2025, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 32 % to 55 %.

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%, 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%, 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 Summative Scores 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will 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:** increase percentage of students mastering grade level math objectives **Staff Responsible for Monitoring:** Teachers, admin, support staff **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				500

 No Progress  Accomplished  Continue/Modify  Discontinue

501

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving 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 2025, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 41% 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%, 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%

Evaluation Data Sources: 2025 STAAR Summative Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs **Strategy's Expected Result/Impact:** Increase Rigor of lessons Prepare responsive lessons **Staff Responsible for Monitoring:** Teachers, Admin **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; Ifor 60 ready and sirius writing 40 minutes per week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Increase comprehension and fluency in readers **Staff Responsible for Monitoring:** Team leads, admin				

No Progress


Accomplished

Continue/Modify

Discontinue

502

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving 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 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 4 % to 50 %.

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 Summative Scores 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Increase Rigor Increase student mastery or objectives **Staff Responsible for Monitoring:** admin, Team leads **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 40 minutes per week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Increase mastery of math objectives meet students at their level of learning with Iready **Staff Responsible for Monitoring:** Team leads, classroom teachers, admin				

0% No Progress 100% Accomplished Continue/Modify Discontinue

503

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 K-3 achieving or exceeding their READING RIT goal will increase from 52% 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%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: MAP Reading, Iready diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Increase achievement nationally normed by percentage on math MAP k-5 **Staff Responsible for Monitoring:** Teachers, Admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-2 classroom teachers will target at risk populations and utilize small group reading intervention four times a week for 20-25 minutes per group; iReady for 40 per week and adhere to the ECISD ELAR Framework **Strategy's Expected Result/Impact:** increase achievement performance in Reading MAP K-5 **Staff Responsible for Monitoring:** Teachers, admin				

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 % K-3 students will show growth from 46% to 65% 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: MAP Reading Assessment BOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Increase rigor of reading lessons increase progress rate on MAP reading **Staff Responsible for Monitoring:** Teachers, Leads, admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, iReady Reading progress classroom grades and RLA SCAs. **Strategy's Expected Result/Impact:** Increase in student reading data and student ownership of reading data				

 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 % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 37% to 50%.

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: Summative #rd Grade Reading STAAR Scores 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Increase reading skills and achievement on 3rd Grade Reading MAP **Staff Responsible for Monitoring:** Teachers, leads, admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, reading interventions three times a week for 20-25 minutes per group; iReady for 40 per week and adhere to the ECISD ELAR Framework **Strategy's Expected Result/Impact:** Increase in percentage of student mastery on RLA SCAs **Staff Responsible for Monitoring:** RLA teachers, support staff, admin				

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 Connectedness panorama data will increase from 54 % to 68%

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: 2024 Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner **Strategy's Expected Result/Impact:** two way communication organization **Staff Responsible for Monitoring:** AVID site team Teachers, admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation. **Strategy's Expected Result/Impact:** Increase organizations and writing with Rigor **Staff Responsible for Monitoring:** AVID site Team Teachers, admin				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Focus Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Grade level teachers 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: Teachers will hold attendance celebrations for students meeting 95% attendance.	Formative			Summative
	Oct	Jan	Mar	May

0% No Progress 100% Accomplished Continue/Modify Discontinue

508

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: Exclusionary disciplinary infractions will decrease from 12 incidents to 6 incidents.

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%, 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: Focus Disciplinary Reports 24-25

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead curriculum will be implemented 1 time a week for 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. **Strategy's Expected Result/Impact:** Decrease in disciplinary infractions **Staff Responsible for Monitoring:** Counselor admin, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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:** increase in the feeling of connectedness as measured by Panorama survey **Staff Responsible for Monitoring:** Teachers, Leads, Counselor, admin				

No Progress


Accomplished

Continue/Modify

Discontinue

Ector County Independent School District

Lamar Early Education Center

2024-2025

510

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. **Strategy's Expected Result/Impact:** Students will be able to successfully rote count from 1-30 or beyond. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Team Leads				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will send home weekly "Homework" with counting strategies and activities for parents to help their child at home. **Strategy's Expected Result/Impact:** Parents will be supported with strategies and ideas for working with their child at home. **Staff Responsible for Monitoring:** Classroom Teachers and Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

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 2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Effective transitions will be planned, practiced, modeled and implemented with the support of visuals and routine books for all classes. **Strategy's Expected Result/Impact:** Improvement in student academic and social-emotional growth **Staff Responsible for Monitoring:** Classroom Teachers and Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Lamar Conscious Discipline Action Team will create Routine Books, Visuals and Social Stories to be used daily in classrooms to support all students but particularly students who enroll later in the school year. **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 **Problem Statements:** School Context and Organization 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will assist with transition to Pre-K 4 or Kindergarten by completing a Transition form for the receiving teacher/school on high priority students. **Strategy's Expected Result/Impact:** The transition to the next grade levels will be made smoothly and effectively for each student. **Staff Responsible for Monitoring:** Teachers and Administrator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Parent Orientation and Meet the Teacher will be held prior to the first day of school for all students. **Strategy's Expected Result/Impact:** Increased student and parent comfort and confidence in the transition to Pre-K. **Staff Responsible for Monitoring:** Teachers, Teaching Assistants, Administrator				

 No Progress  Accomplished  Continue/Modify  Discontinue

513

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 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 2024-May 2025

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.	Formative			Summative
Strategy's Expected Result/Impact: Students will show steady improvement throughout the year and receive intervention as needed.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will track progress monthly and disaggregate data during PLC's.	Formative			Summative
Strategy's Expected Result/Impact: Students will show steady improvement throughout the year and receive intervention as needed.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Teachers				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will be given the opportunity to observe high quality literacy implementation on campus.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will feel empowered to implement high quality literacy activities with their students.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Classroom Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly lesson plans showing strategies to intentionally teach letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Pre-K 4 students will leave PreK with a strong emerging reader foundation. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Pre-K 4 Team Leader				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will send home weekly "Homework" with developmentally-appropriate letter activities for parents and students to work on at home. **Strategy's Expected Result/Impact:** Students will develop strong literacy foundation to prepare them for Kindergarten. **Staff Responsible for Monitoring:** Classroom teachers, administrator and Lead Teacher.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus Administrators 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 2: Increase student performance between the CLI Wave 1 and Wave 3 to have 90% of students "On Track" in the Phonological Awareness domain.

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

Evaluation Data Sources: CLI Data Istation Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: A focused review of students' performance on CLI Phonological Awareness will be conducted at the end of each Wave to determine needs in particular areas within the Phonological Awareness assessment. **Strategy's Expected Result/Impact:** Students will get additional support as needed in the area of Phonological Awareness **Staff Responsible for Monitoring:** Administrator and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will meet with Administrator each nine weeks for Progress Monitoring of each student's academic performance. **Strategy's Expected Result/Impact:** Students will get additional support as needed in the area of Phonological Awareness **Staff Responsible for Monitoring:** Teachers and Administrator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will informally assess students in the area of letter sound knowledge at the beginning of the year and then again each nine weeks to document growth. This will be done in the Lamar Shared Google Drive **Strategy's Expected Result/Impact:** Students will receive additional support in the area of phonological awareness and letter sounds. **Staff Responsible for Monitoring:** Administrators				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: Lamar student attendance will increase from 89.9% to 95% by the end of the 2024-2025 school year.

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

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will be greeted at the door each day. Children will be given a choice of how they wish to be greeted. **Strategy's Expected Result/Impact:** Students will feel welcomed and experience a sense of belonging. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Team Lead				

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 - $19,520				

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

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Lamar will intentionally and strategically plan fun activities for students to participate in on Mondays and Fridays, when attendance is usually very low. **Strategy's Expected Result/Impact:** Students will attend school regularly, unless they are ill. **Staff Responsible for Monitoring:** Administrators, Attendance Clerk, Counselor and Teachers				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: 90 percent of Lamar families will participate in Parent and Family Engagement opportunities to increase school to home connections.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Parent surveys, Sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Lamar will conduct Conscious Discipline Parent Training (Parent Powers and Skills Academy) 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 - $1,770				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Lamar will foster a more collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Lee Buice Elementary

2024-2025

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Board Goals

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

Performance Objective 1: The percentage of students K-5 achieving or exceeding their MATH RIT goal will increase from 48% to 60%.

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%

Evaluation Data Sources: BOY, MOY and EOY MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will participate in intervention through an individualized plan utilizing the MAP assessment results . **Strategy's Expected Result/Impact:** Studetns will meet their growth target on EOY MAP assessent **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 **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize HQIM with on grade level content for Tier 1 instruction. **Strategy's Expected Result/Impact:** Students will perform on grade level or better on MAP. **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**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will receive afterschool tutoring provided by their classroom teacher to fill academic gaps. **Strategy's Expected Result/Impact:** Students will reach grade level potential in reading and math. **Staff Responsible for Monitoring:** Teachers/Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 29% to 50% overall by May of 2025.

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 Growth Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identified students will receive high yield one on one daily tutoring to assist with comprehension, fluency, and closing individualized gaps. 30 minutes a day will be incorporated in to the master schedule for this purpose. **Strategy's Expected Result/Impact:** High yield one on one tutoring will show growth in reading skills and comprehiension. **Staff Responsible for Monitoring:** Admin, Instructional Coach, teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Small group intervention groups will be pulled our three times a week by high quality tutors to assist students with individal learning gaps, reading skills and fluency. **Strategy's Expected Result/Impact:** Students will increase scores on SCAs, MAP and STAAR. **Staff Responsible for Monitoring:** Admin, instructional coach and lead teachers. **Title I:** 2.4, 2.5 - **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 Instructional Continuity - $8,000				

 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 of 2025, 55% 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%, 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: STAAR and MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use MAP, SCA and STAAR 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/or Admin **Strategy's Expected Result/Impact:** Improve the quality of Tier 1 instruction and intentional, data focused reteaching and lesson delivery. **Staff Responsible for Monitoring:** Campus Admin and Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Instructional objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process,. Admin will conduct 10 walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in walkthroughss and observation data. **Staff Responsible for Monitoring:** Campus Admin **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 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Small group intervention groups will be pulled out three times a week by high quality tutors to assist students with individual learning gaps. numeracy and operations. **Strategy's Expected Result/Impact:** Students will improve reading comprehension and fluency and instructional gaps will be closed. **Staff Responsible for Monitoring:** Teacher, Instructional Coach, Admin **Title I:** 2.4, 2.5 **- 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 Instructional Continuity - $8,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use district approved HQIM for all levels of instruction. **Strategy's Expected Result/Impact:** Students will receive on grade level instruction. **Staff Responsible for Monitoring:** Admin **Title I:** 2.4, 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				

 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 of 2025, 55% of students will perform at the Meets level in 3rd-5th grade Reading STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR and MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use MAP, SCA and STAAR 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/or Admin **Strategy's Expected Result/Impact:** Quality Tier 1 instruction evident in classrooms during walkthroughs and observations. **Staff Responsible for Monitoring:** Campus Admin **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Instructional objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process,. Admin will conduct 10 walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Evidence of on grade level high quality instruction will be observed during walkthroughs and observations. **Staff Responsible for Monitoring:** Campus Admin **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Small group intervention groups will be pulled three times a week by high quality tutors to assist student with individual learning gaps, comprehension and fluency. **Strategy's Expected Result/Impact:** Instructional gaps will be closed and students will read on grade level. **Staff Responsible for Monitoring:** teachers, instructional coach and admin **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: The percentage of students achieving 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 of 2025, 45% of 5th students will perform at the Meets level on the Science 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%

Evaluation Data Sources: Science SCA, MAP and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use MAP, SCA and STAAR 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/or Admin **Strategy's Expected Result/Impact:** Students will receive standard aligned science instruction at all grade levels and perform better on Science assessments **Staff Responsible for Monitoring:** Campus admin and instructional staff **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize district approved, HQIM for science instruction. **Strategy's Expected Result/Impact:** Students will be exposed to grade appropriate science instruction and show growth on Science assessments. **Staff Responsible for Monitoring:** Admin and instructional coach **Title I:** 2.4, 2.6 **- TEA Priorities:** 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 66% to 72%.

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 data reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students not on grade level will participate in intervention weekly during the day via small group instruction, day tutors, FEV, and IReady in order to reach grade level potential. **Strategy's Expected Result/Impact:** Students will reach grade level in reading and math on **Staff Responsible for Monitoring:** Campus admin, instructional coach and teachers. **Title I:** 2.4, 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP, SCA and STAAR 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/or Admin **Strategy's Expected Result/Impact:** STudents will receive on level grade instruction and receive support to close academic gaps. **Staff Responsible for Monitoring:** teachers, Instructional coach, admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize district approved, HQIM for reading instruction. **Strategy's Expected Result/Impact:** STudents will receive grade level instruction in reading fluency and comprehension. **Staff Responsible for Monitoring:** teachers, IC and admin **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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: The % K-3 students will show growth from 46% to 60% 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: MAP Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students not on grade level will participate in intervention weekly during the day via small group instruction, day tutors, FEV, and IReady in order to reach grade level potential. **Strategy's Expected Result/Impact:** Students will receive instruction to close academic gaps and reach grade ;evel potential. **Staff Responsible for Monitoring:** teachers, IC, Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP, SCA and STAAR 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/or Admin **Strategy's Expected Result/Impact:** Students will receive on level grade instruction and receive support to close academic gaps. **Staff Responsible for Monitoring:** teahers, IC, Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize district approved, HQIM for reading instruction **Strategy's Expected Result/Impact:** STudents will receive grade level instruction in reading fluency and comprehension. **Staff Responsible for Monitoring:** admin and IC **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

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

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 36% to 45%.

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: SCAs, MAP data reports, STAAR results

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 3rd-5th grade students will utilize AVID planners and strategies to promote college readiness.

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

Evaluation Data Sources: Attendance Reports, Grades, teacher reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive training for AVID binder set up and organization and use of AVID strategies. **Strategy's Expected Result/Impact:** STudents will be more engaged and organized. **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teh administration will conduct weekly walkthroughs to audit consistent use of binders, planners and strategies. **Strategy's Expected Result/Impact:** STudents will demonstrate mastery of AVID binder organizational skills and engagement due to use of AVID Stratgies. **Staff Responsible for Monitoring:** Admin and teachers **Title I:** 2.4, 2.6, 4.1 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 3: 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 __to ___% by May of 2025.

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%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: PAnorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: School counselors and teachers will implement daily SEL lessons (ILead) to increase school connectedness culture, attendance and overall student engagement. **Strategy's Expected Result/Impact:** A growth in School Connectedness on the Panorama Survey **Staff Responsible for Monitoring:** Principal, Counselor **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administrative leadership team will create opportunities for parental and community involvement. **Strategy's Expected Result/Impact:** Increased school/home connectedness, parental involvment and support **Staff Responsible for Monitoring:** Admin, PTA liason **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: 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%.

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

Evaluation Data Sources: Average daily Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: TRuancy meetings will be help every 2 weeks with parent or guardian of students with chronic absences. **Strategy's Expected Result/Impact:** Improved attendance and overall student growth **Staff Responsible for Monitoring:** Principal, APs attendance clerks and teachers. **Title I:** 2.6, 4.1 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Attendance contracts will be completed on all students reaching the 90% threshold on absences. **Strategy's Expected Result/Impact:** ATtendance and academic success will improve. **Staff Responsible for Monitoring:** Admin, attendance clerk COC liason and teachers. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress


Accomplished

Continue/Modify

Discontinue

Ector County Independent School District

Lyndon B. Johnson Elementary

2024-2025



541

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 2025 across all tested content areas.

Performance Objective 1: By May of 2025, 79% of all 3rd, 4th, and 5th Grade students will reach Approaches on Reading, 43% of all 3rd, 4th, and 5th Grade students will reach Meets or above on Reading, and 19% of all 3rd, 4th, and 5th Grade students will reach Mastery on Reading.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR, MAP, SCAs, Campus Common Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use STAAR data to identify specific areas where students are struggling from the previous year and create TEKS bins-electronically for additional support in the struggling areas for the individual student. **Strategy's Expected Result/Impact:** Using STAAR data to identify specific areas where students are struggling is intended to pinpoint precise skill deficits and comprehension gaps, enabling targeted interventions and personalized instruction. This data-driven approach aims to enhance overall reading proficiency, thereby moving students from "Approaches" to "Meets" and "Masters" levels, ultimately leading to improved academic outcomes and greater student success on the STAAR reading assessment. **Staff Responsible for Monitoring:** Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement small group reading instruction to target struggling areas from the previous STAAR assessment. **Strategy's Expected Result/Impact:** Implementing small group reading instruction to target struggling areas identified from the previous STAAR assessment results in more personalized and effective teaching. This strategy leads to improved comprehension and reading skills, higher student engagement, and accelerated progress for students needing additional support. Consequently, it increases the number of students achieving "Meets" and "Masters" levels on future STAAR reading assessments, demonstrating significant gains in student achievement and overall academic performance. **Staff Responsible for Monitoring:** Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Incorporate writing assignments into all subject areas, allowing students to practice grammar skills in diverse contexts. Emphasize the importance of grammar in conveying ideas clearly and effectively in various types of writing tasks. **Strategy's Expected Result/Impact:** The intended impact of incorporating writing assignments into all subject areas and emphasizing the importance of grammar is to foster a holistic approach to literacy development. By integrating writing across the curriculum, students will have frequent opportunities to apply grammar skills in diverse contexts, reinforcing their understanding and mastery. This approach aims to cultivate students' ability to convey ideas clearly and effectively, regardless of the subject matter, ultimately leading to improved writing proficiency and success in communicating their thoughts and concepts across various types of writing tasks. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Ms. D. Molby, Ms. L. Simmons-1st Grade, Mrs. J. Ramos-2nd Grade, Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal **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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All students in 4th and 5th grade that scored High Did Not Meets on the Reading STAAR will engage in High Impact Tutoring offered through Airtutors at a minumun of 4 days per week. **Strategy's Expected Result/Impact:** Selected students will score at Approaches on STAAR Reading by the end of the year. **Staff Responsible for Monitoring:** Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal **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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Students in grades K-2nd will engage in Saxon Phonics daily. Students in grades 3rd-5th will have a strong focus on the fluency component and word study component within the HMH program daily. **Strategy's Expected Result/Impact:** With a daily focus on phonics in K-2nd grade and the fluency component and word study component within HMH, students will fill in the critical reading gaps and improve reading comprehension. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Ms. D. Molby, Ms. L. Simmons-1st Grade, Mrs. J. Ramos-2nd Grade, Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal **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 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: By May of 2025, 70% of all 3rd, 4th, and 5th Grade students will reach Approaches on Math, 39% of all 3rd, 4th, and 5th Grade students will reach Meets or above, and 16% of all 3rd, 4th, and 5th Grade students will reach Mastery.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR, MAP, SCAs, Campus Common Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Math teachers will focus on strenghtening foundational math skills in all grade levels utilizing Do The Math in K-1 and I-Ready Teacher Toolkit in 2nd-5th Grade. Teachers in 5th Grade will focus on geometry as well as Do The Math. **Strategy's Expected Result/Impact:** By focusing on strengthening foundational math skills using the Do The Math and I-Ready ToolKit program across all grade levels and concentrating on geometry in 5th grade, we expect significant improvements in student performance. This targeted approach will enhance students' understanding of core mathematical concepts, leading to increased proficiency and confidence in math. Consequently, more students will reach the "Approaches," "Meets," and "Mastery" levels on the STAAR math assessment, contributing to the achievement of our academic targets by May 2025. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Regular progress monitoring and formative assessments will guide instruction and ensure students stay on track to meet the specified goals. **Strategy's Expected Result/Impact:** Regular progress monitoring and formative assessments will provide timely insights into student understanding and mastery of math concepts from K-5th grade. This ongoing evaluation will enable teachers to adjust instruction promptly, address learning gaps, and provide targeted support. As a result, students will stay on track to meet the specified goals, leading to higher achievement levels on the STAAR math assessment and ensuring consistent academic growth across all grade levels. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilizing math digital resources with fidelity involves consistently integrating high-quality online tools and platforms into daily instruction. This strategy aims to enhance student engagement, provide personalized learning experiences, and offer immediate feedback, thereby supporting diverse learning needs and reinforcing math skills. Effective use of these resources will help improve overall student proficiency and performance in math, contributing to the achievement of targeted STAAR assessment goals. **Strategy's Expected Result/Impact:** Utilizing math digital resources with fidelity will lead to improved student engagement, personalized learning, and timely feedback. This strategy is expected to enhance math proficiency, address individual learning needs, and ultimately increase the percentage of students achieving "Approaches," "Meets," and "Masters" levels on the STAAR math assessment, ensuring our academic targets are met. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal **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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Incorporating hands-on activities in math instruction involves using manipulatives, real-world problem-solving tasks, and interactive projects. This strategy aims to deepen conceptual understanding, foster critical thinking, and make learning more engaging and relevant. Expected outcomes include enhanced student comprehension, greater retention of math concepts, and increased proficiency levels, contributing to higher performance on the STAAR math assessment. **Strategy's Expected Result/Impact:** Utilizing hands-on manipulatives in math instruction yields a significant impact by enhancing conceptual understanding, fostering engagement, and promoting active learning. This approach leads to improved retention of mathematical concepts, increased problem-solving skills, and higher achievement levels on assessments such as the STAAR math test. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal **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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: The CUBES strategy will be utilized as a core instructional tool for enhancing mathematical problem-solving skills in students from 2nd to 5th grade. By guiding students to Circle the numbers, Underline the question, Box key words, Eliminate unnecessary information, and Solve the problem, CUBES will fosters a systematic approach to understanding and solving word problems. **Strategy's Expected Result/Impact:** The CUBES strategy will significantly enhance students' problem-solving abilities by promoting a structured and systematic approach to word problems. By fostering active reading, critical thinking, and organized problem-solving, CUBES boosts students' confidence, accuracy, and overall mathematical proficiency. **Staff Responsible for Monitoring:** Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal **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 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, 62% of 5th Grade students will reach Approaches on STAAR Science, 30% of the students will reach Meets, and 15% of the students will reach Mastery.

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: STAAR, MAP, SCAs, Campus Common Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% proficiency in the McGraw Hill Science curriculum by ensuring that all science teachers are thoroughly trained and consistently implementing all curriculum components with fidelity. This will be accomplished through targeted professional development, ongoing support, and rigorous monitoring to maintain high standards of instructional quality. **Strategy's Expected Result/Impact:** By ensuring all science teachers are fully trained and implementing the McGraw Hill Science curriculum with fidelity, we anticipate significant improvements in student achievement. This comprehensive approach will enhance instructional quality, leading to deeper understanding, increased engagement, and higher performance in science across all grade levels. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. C. Williams, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Continue to integrate interactive science notebooks in all K-5 classrooms to enhance student engagement and deepen understanding. This will be achieved through professional development for teachers, providing necessary resources, and ongoing support to ensure effective and consistent use of these notebooks in daily science instruction. **Strategy's Expected Result/Impact:** The implementation of interactive science notebooks in K-5 classrooms will foster greater student engagement, enhance critical thinking skills, and improve overall science comprehension, leading to higher academic achievement and a stronger foundation in scientific literacy. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. C. Williams, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilize I-Ready Think It Up as a supplemental resource for 5th-grade science to reinforce key concepts and provide targeted practice. This will be achieved through teacher training, integration into the existing curriculum, and regular progress monitoring to maximize its effectiveness in enhancing student learning outcomes. **Strategy's Expected Result/Impact:** Utilizing I-Ready Think It Up as a supplemental resource in 5th-grade science will improve student performance by reinforcing key concepts and providing targeted practice, leading to higher STAAR scores and overall academic achievement in science. **Staff Responsible for Monitoring:** Mrs. C. Williams-5th Grade Science Teacher, Dr. Z. Crier-Principal, and Mr. R. Whatley-Assistant Principal **TEA Priorities:** 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 2025 across all tested content areas.

Performance Objective 4: By May of 2025, students in grades 1st-5th Reading will reach 60% growth on targets for 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 Data from BOY and EOY, I-Ready Data, SCAs, Weekly Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Conduct small group reading sessions to provide targeted support and instruction based on students' specific needs. Rotate students through different groups based on ongoing assessment data to address changing instructional needs. **Strategy's Expected Result/Impact:** Implementing small group reading sessions tailored to students' needs and rotating groups based on ongoing assessment data is expected to result in improved reading proficiency, increased engagement, and more personalized learning experiences. This approach will enable students to receive targeted instruction, leading to accelerated growth in reading skills and enhanced performance on assessments. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Ms. D. Molby, Ms. L. Simmons-1st Grade, Mrs. J. Ramos-2nd Grade, Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ensure students read text on the higher end of their Zone of Proximal Development aims to challenge and support learners appropriately, fostering optimal growth and comprehension in their reading abilities. **Strategy's Expected Result/Impact:** The intended impact of students reading text on the higher end of their Zone of Proximal Development is to provide an optimal balance of challenge and support. By engaging with more advanced texts, students are stimulated to reach beyond their current abilities, fostering growth and deeper comprehension. This approach cultivates a dynamic learning environment where students are motivated to tackle increasingly complex material, leading to enhanced literacy skills and academic success. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Ms. D. Molby, Ms. L. Simmons-1st Grade, Mrs. J. Ramos-2nd Grade, Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal **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 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 5: By May of 2025, Students in 2nd grade math, 4th grade math, and 5th grade math, will reach 60% growth targets on MAP.

High Priority

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

Evaluation Data Sources: MAP Data from BOY and EOY, I-Ready Data, SCAs, Weekly Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement daily instruction based on MAP premium reports, targeting specific math strategies to address individual student needs and fill in any gaps in understanding, ensuring comprehensive mastery of mathematical concepts. **Strategy's Expected Result/Impact:** Implementing daily instruction based on MAP premium reports, targeting specific math strategies to address individual student needs and fill in gaps in understanding, ensures comprehensive mastery of mathematical concepts, leading to improved student achievement and confidence in math. **Staff Responsible for Monitoring:** Ms. K. Molby, Mrs. T. Sanchez-2nd Grade Math, Mrs. M. Ross, Ms. M. Canava-4th Grade Math, Ms. P. Templin-5th Grade Math, Dr. Z. Crier-Principal, Mr. R. Whatley-Assistant Principal **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Offering daily high-impact tutoring and after-school sessions, aligned with STAAR and skill development, ensures that students at high approaches in 4th and 5th Grade receive targeted support, fostering continued academic excellence and mastery of advanced concepts. **Strategy's Expected Result/Impact:** Offering daily high-impact tutoring and after-school sessions for 4th and 5th Grade high-approaching students, aligned with STAAR and skill development, ensures targeted support, fostering ongoing academic excellence, and mastery of advanced concepts. **Staff Responsible for Monitoring:** Mrs. M. Ross, Ms. M. Canava, Ms. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-SPED, Dr. Z. Crier-Principal, Mr. R. Whatley-Assistant Principal **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 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 6: By May of 2025, students in grades 3rd and 4th Science will reach 60% or higher growth on targets for MAP. 5th Grade students will reach 75% or higher growth targets for 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 Data from BOY and EOY, I-Ready Data, SCAs, Weekly Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize MAP Premium Reports to teach key MAP concepts during MAP Super Science Days, held twice per month. This initiative will align with adopted grade-level TEKS, ensuring focused and effective instruction that enhances student understanding and performance in science. **Strategy's Expected Result/Impact:** Implementing MAP Super Science Days, supported by MAP Premium Reports and aligned with grade-level TEKS, is expected to result in improved student mastery of MAP concepts and deeper understanding of science topics. This strategy aims to enhance academic performance, foster a stronger connection between assessment data and instructional practices, and ultimately elevate overall student achievement in science. **Staff Responsible for Monitoring:** Ms. J. Young-3rd Grade, Ms. M. Canava-4th Grade, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** 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 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 2025.

Performance Objective 1: By May of 2025, 74% of 3rd Graders will reach Approaches on Reading, 40% of the 3rd Graders will reach Meets on Reading, and 15% of the 3rd Graders will reach Mastery on 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: STAAR, MAP, SCAs, Campus Common Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Providing solid monthly training sessions for K-3rd Grade teachers on the Science of Reading ensures ongoing professional development, equipping educators with effective strategies to enhance early literacy instruction and support students' reading development. **Strategy's Expected Result/Impact:** Providing solid monthly training sessions for K-3rd Grade teachers on the Science of Reading leads to ongoing professional development, empowering educators with effective strategies to enhance early literacy instruction, resulting in improved student reading development and academic success. **Staff Responsible for Monitoring:** Dr. Z. Crier-Principal, Assistant Principal **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

555

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 2025.

Performance Objective 2: By May of 2025, 60% of all 3rd Graders will meet their MAP Reading Targeted Growth Goal.

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 Data from BOY and EOY, I-Ready Data, SCAs, HMH Weekly Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement I-Ready Reading with fidelity for 3rd graders to achieve 60% or above on MAP Targeted Growth by the end of the year. This will involve comprehensive training for teachers, regular progress monitoring, and targeted interventions to ensure personalized learning and academic success. **Strategy's Expected Result/Impact:** Implementing I-Ready Reading with fidelity among 3rd graders is expected to significantly boost MAP Targeted Growth scores to 60% or above, fostering improved reading proficiency and overall academic achievement by the end of the academic year. **Staff Responsible for Monitoring:** Ms. R. Harris-3rd Grade Teacher, Ms. J. Young-MCL, Ms. A. Dominguez-SPED, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** 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 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 2025.

Performance Objective 1: By the end of the academic year, increase student proficiency in using AVID strategies across all grades K-5th by 20%.

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: Classroom observations, student work samples, and teacher feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers in Grade K-5th, will engage in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) in Reading, Science, and Social Studies classes. In grades 2nd-5th will use marginal notes when reading passages within the HMH reading. Students in grades 3rd-5th will engage in quick writes. Students in 4th and 5th Grade will use Cornell Notes. K-5th Grade students will engage in Science interactive notebooks. **Strategy's Expected Result/Impact:** Students will experience increased self-esteem, problem solving skills, and awareness. Students will be more social and engage their peers in a positive manner. AVID students will also perform better on MAP and STAAR Assessments. **Staff Responsible for Monitoring:** LBJ Teachers, Aides, and Administration-School Wide **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students in grades 3rd-5th that are High Approaches and High Do Not Meets as base the previous year STAAR Reading and Math and current year STAAR Release-Reading and Math will engage in mandatory tutorial sessions during High Impact Tutoring sessions and after school. Students in grades K-2nd that are in orange and yellow on MAP BOY Reading and Math will be required to attend tutorials. **Strategy's Expected Result/Impact:** These students will show at least one years' worth of growth on STAAR or MAP. **Staff Responsible for Monitoring:** All teachers on campus and 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 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 2025.

Performance Objective 2: By May of 2025, L.B. J. Elementary school attendance gains will increase from 1.5 to 1.7.

High Priority

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

Evaluation Data Sources: Daily, Weekly, Monthly Attendance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ensure that all students with 18 or more absences from the previous school year attend a mandatory meeting with their parents, where consequences of low attendance rates are clearly communicated. **Strategy's Expected Result/Impact:** Conducting mandatory meetings for students with 18 or more absences and their parents will raise awareness about the consequences of low attendance, fostering improved attendance rates and enhancing overall academic success. **Staff Responsible for Monitoring:** K-5th Grade Teachers and Parents, Ms. J. Rivera-Attendance Clerk, Dr. Z. Crier-Principal, Assistant Principal **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Document students with truancy issues in Eduphoria every four weeks and proactively reach out to parents of those students to address concerns and collaboratively develop strategies for improving attendance. **Strategy's Expected Result/Impact:** Regular documentation of students with truancy issues in Eduphoria and proactive communication with parents will lead to increased awareness, support, and interventions aimed at improving student attendance and overall academic performance **Staff Responsible for Monitoring:** K-5th Grade Teachers and Parents, Ms. J. Rivera-Attendance Clerk, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

560

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 2025.

Performance Objective 3: By December of 2024, L.B.J. Elementary School will increase its PTA membership from 67 members to 87 or more members.

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: PTA Membership Rosters

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Improve LBJ Elementary School PTA membership by offering incentives to classes where 60% or more parents enroll in PTA. This initiative aims to foster community engagement, strengthen school-parent partnerships, and enhance support for student success through increased parental involvement. **Strategy's Expected Result/Impact:** By incentivizing classes with high PTA enrollment, LBJ Elementary School expects to cultivate stronger school-community relationships, enhance parental engagement in school activities, and ultimately enrich the educational experience and support for all students. **Staff Responsible for Monitoring:** Mrs. T. Wooldridge, P.T.A. President **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 4: Starting in August of 2024, all students will be synched into the Focus Behavioral Management System. Students will be awarded points based on Excellence, Respect, Self-Management, and Attendance. Students that earn points will be allowed to shop at the L.B.J. Elementary School Student Store in November, February, May. Students in 3rd-5th Grade that meet specific criteria will be allowed to attend field trips.

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: Disciplinary Reports, Focus Behavioral Management System Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All LBJ students will have a Live School orientation conducted within the 1st week of school. Parents will be emailed a video on the program as well as classes on Live School during the 1st 4 weeks of school. 85% of parents will be connected to Live School **Strategy's Expected Result/Impact:** There will be a decrease in negative student behaviors on campus **Staff Responsible for Monitoring:** All teachers, staff, parents, and students **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Milam Elementary

2024-2025



563

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 2025, the percentage of students achieving or exceeding their Reading RIT goal will increase 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%

Evaluation Data Sources: Weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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:** Instructional Leadership Team, Teachers, 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will backward plan lessons in Reading during grade-level planning times in order to ensure quality Tier 1 instruction, activities, and reteach opportunities across the grade level based upon PLC data digs. **Strategy's Expected Result/Impact:** Student growth in reading moving tiers leveraging Tier I instruction. **Staff Responsible for Monitoring:** Instructional Leadership Team, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 1, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 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 targeted instruction based upon student academic standard needs. **Strategy's Expected Result/Impact:** Individual student growth in Reading. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom Teachers **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 **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1, 2				

 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 2025, the percentage of students achieving or exceeding their Math RIT goal will increase from 68% to 72%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Short Cycle Assessments, NWEA MAP administered three times a year, teacher created assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (i-Ready 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. These strategies and data digs will take place during protected PLC time. **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 through intentional conversations with classroom teacher. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom Teachers **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide targeted instructional support in Math in order to meet individualized needs and promote individual growth after Tier I instruction and tailor workstations to meet students' needs. **Strategy's Expected Result/Impact:** Individual student growth in Math. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Achievement 2, 3, 4 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will utilize iReady and Math Academy and require students to pass 2-5 lessons per week. **Strategy's Expected Result/Impact:** Improved intervention process with impact on student growth and achievement. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom Teachers **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 **Problem Statements:** Demographics 2 - Student Achievement 3, 4 - School Context and Organization 1 - Technology 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By May 2025, Milam will use observation feedback in classrooms to track and improve rigor in classroom to increase MAP growth from 55% at the end of the year 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%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Data folders, Exit tickets, classroom observations, and NWEA MAP administered three times per year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources 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 during protected PLC times. **Strategy's Expected Result/Impact:** Students will take ownership of their learning and will have monitored progress in reading at or above grade level. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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:** Instructional Leadership Team & Classroom teacher. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2 - Student Achievement 1, 3 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 2, 4 - School Context and Organization 1, 2 - Technology 1				

 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 in 3rd Grade, meeting their projected growth on their Reading MAP assessment, will increase from an average of 58% to and average 63% by May 2025.

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 assessed three times per year, weekly assessments, classroom observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Instructional Leadership Team, Classroom Teacher, and 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will effectively utilize and implement the ECISD HMH curriculum with fidelity. **Strategy's Expected Result/Impact:** Improved intervention process, classroom teaching, and student engagement campus wide. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 3, 4 - School Culture and Climate 1, 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1, 2, 3				

 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 students in 2nd Grade, meeting their projected growth on their Reading MAP assessment, will increase from an average of 49% to and average 55% by May 2025.

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 assessed three times per year, weekly assessments, classroom observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources 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 based on PLC data driven decisions. **Strategy's Expected Result/Impact:** Students will have ownership and positive impact on their academic growth. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will effectively utilize and implement the ECISD HMH curriculum. **Strategy's Expected Result/Impact:** Improved intervention process, classroom teaching, and student engagement campus wide. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom Teachers **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				

 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 Connectedness Panorama Data will increase to at least 75% by May 2024.

High Priority

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: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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:** Administration, Counselor, and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student of the month luncheon will take place monthly to promote student belonging beginning in September. **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize the SEL lessons provided by the district 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 **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: The Staff Belonging percentage in our Panorama data will improve to 75% by May of 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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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:** Teachers and staff will feel a sense of belonging and connectedness. **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Formation of various campus committees to develop teamwork and teacher voice in campus decisions. **Strategy's Expected Result/Impact:** Improved moral and campus culture. **Staff Responsible for Monitoring:** Administrators, teachers, staff, committees **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

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: An AVID Site Team committee, compromised of various teachers, will collaborate to align the work of AVID and Blended Learning within classrooms.

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%, 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 Coaching and Certification Instrument

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

577

Ector County Independent School District

Murry Fly Elementary

2024-2025

578

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 2025 across all tested content areas.

Performance Objective 1: By May of 2025, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 39% to 50%.

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: 2025 STAAR ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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:** Teachers will be equipped to provide scaffolded instruction aligned to state standards and modeled after STAAR. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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 **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in Data Driven Instruction PLCs lead by the MCLs when planning for upcoming units, including completion of Exemplar, create Know-Show in order to refine content and increase rigor of instruction. **Strategy's Expected Result/Impact:** Through teachers' completion of SCA exemplar, a Know-Show will be created allowing for refinement of content and rigor of instruction. The process allows for students' needs to be immediately addressed. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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 **Problem Statements:** Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** 4 MCLs and 4 Reach Associates - Title One School-wide - $198,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Murry Fly will use iReady resources for classroom and small group targeted interventions in grades 3rd -5th. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide scaffolded instruction aligned to state standards and modeled after STAAR. **Staff Responsible for Monitoring:** Teachers, MCL's, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

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 2025 across all tested content areas.

Performance Objective 2: By May of 2025, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 33% to 50%.

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: 2025 STAAR ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction. **Strategy's Expected Result/Impact:** All students will receive grade level rigorous instruction. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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 **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in Data Driven Instrucion PLCs lead by MCL's when planning for upcoming units, including completion of Exemplar, create Know-Show in order to refine content and increase rigor of instruction. **Strategy's Expected Result/Impact:** Through teachers' completion of SCA exemplar, a Know-Show will be created allowing for refinement of content and rigor of instruction. The process allows for students' needs to be immediately addressed. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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 **Problem Statements:** Curriculum, Instruction, and Assessment 1, 2				581

 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 2025 across all tested content areas.

Performance Objective 3: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 8% 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%

Evaluation Data Sources: 2025 STAAR ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly will participate in professional learning from the Curriculum and Instruction Department on new Science adoption and follow the scope and sequence to ensure student growth. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide tier 1 instruction aligned to state standards. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in Data Driven Instruction PLCs lead by MCL's when planning for upcoming units, including completion of Exemplar, create Know-Show in order to refine content and increase rigor of instruction. **Strategy's Expected Result/Impact:** Through teachers' completion of SCA exemplar, a Know-Show will be created allowing for refinement of content and rigor of instruction. The process allows for students' needs to be immediately addressed. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				583

 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 2025.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 40% 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%

Evaluation Data Sources: EOY READING MAP ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction. **Strategy's Expected Result/Impact:** All students will receive grade level rigorous instruction. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All K-3 students will complete their recommended time on i-Ready and/or iStation. **Strategy's Expected Result/Impact:** Students will reinforce their learning through individualized lessons and activities. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Murry Fly's Title I aides will provide support to students with additional individualized instruction. **Strategy's Expected Result/Impact:** More students will receive targeted instruction through the use of an instructional aide. **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:** Two full time Title I aides - Title One School-wide - $56,900				

 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 2025.

Performance Objective 2: The % K-3 students will show growth from 40% to 50% 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%

Evaluation Data Sources: EOY READING MAP ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create student data folders for tracking and comunicating student progress in various assessments including MAP BOY, MOY and EOY, Istation, SCA data and i-Ready. **Strategy's Expected Result/Impact:** Generate student and parent awareness of progress in Reading, highlight students' needs and strengths in order to provide targeted instruction. **Staff Responsible for Monitoring:** Teachers, MCLs, 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 **Funding Sources:** Folders, labels, dividers, sheet protectors, color paper - Title One School-wide - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in professional learning provided by the Reading/Language Arts Curriculum and Instruction department to build their capacity with research-based instructional strategies. **Strategy's Expected Result/Impact:** Effective planning and instruction, increase in rigor and engagment will result in student progress and achievement.. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2025.

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 22% to 40%.

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: 3rd Grade STAAR Reading Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in Data Driven Instruction PLCs lead by MCLs when planning for upcoming units, including completion of Exemplar, create Know-Show in order to refine content and increase rigor of instruction. **Strategy's Expected Result/Impact:** Through teachers' completion of SCA exemplar, a Know-Show will be created allowing for refinement of content and rigor of instruction. The process allows for students' needs to be immediately addressed. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction. **Strategy's Expected Result/Impact:** All students will receive grade level rigorous instruction. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use iReady resources for guided reading and targeted instruction for STAAR preparation. **Strategy's Expected Result/Impact:** Students will receive scaffolded instruction modeled after STAAR. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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				

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 2025.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each classroom teacher will incorporate weekly SEL using i-Lead - Mindset Mondays. Our school counselor will also provide Guidance Lessons monthly for every classroom. **Strategy's Expected Result/Impact:** Students will participate in dicussions and activities that will help them feel cared for by teachers and peers. **Staff Responsible for Monitoring:** Classroom teachers, Counselors, Administrators **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly will house a full time social worker from Communities in Schools focusing on working with at risk students and their families. **Strategy's Expected Result/Impact:** Attendance, SEL and academic issues addressed. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

591

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 2025.

Performance Objective 2: Student daily attendance will increase from 92.6% 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: District attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents with chronic absences. We will follow the truancy policy making contact and documenting at 3, 5 ,7 and 10 absences. **Strategy's Expected Result/Impact:** Parents will be informed about the importance of student attendance and its effect on learning. **Staff Responsible for Monitoring:** Attendance Clerk, Teachers, Counselor, Administrators **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly will hold attendance celebrations monthly, one class per grade level. **Strategy's Expected Result/Impact:** Encourage students to attend school every day. **Staff Responsible for Monitoring:** Classroom teachers, Counselors, Administrators, Communities in Schools **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 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 2025.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 5% to 3%.

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%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students and teachers will use daily planners to improve students' organizational skills as well as to communicate with parents regarding daily progress. **Strategy's Expected Result/Impact:** Students will increase their organizational and note taking skills. Parents will be aware of their student's daily progress and behavior. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Student Planners - Title One School-wide - $3,690				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff members will participate in college awareness days. **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:** Teachers, Counselors, Administrators **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

New Tech Odessa High School

2024-2025





595

Board Goals

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from % to 60% by May 2025 across all tested content areas.

Performance Objective 1: By May of 2025, 61% 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			
	Formative			Summative
	Oct	Jan	Mar	May
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, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 **Staff Responsible for Monitoring:** Teachers, Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use data to identify students who need interventions through MTSS. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administration **TEA Priorities:** Build a foundation of reading and math **- 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 % to 60% by May 2025 across all tested content areas.

Performance Objective 2: By May of 2025, 80% of English 1 students will perform at the Meets level in English 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership will 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, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 STAAR EOC **Staff Responsible for Monitoring:** Teachers, Administration, Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use data to identify students who need interventions through MTSS. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administration **TEA Priorities:** Build a foundation of reading and math **- 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 % to 60% by May 2025 across all tested content areas.

Performance Objective 3: The percentage of English 1 and English 2 students achieving or exceeding their READING RIT goal 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%

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 RIT 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				

600

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use MTSS intervention strategies for students not showing progress on Reading MAP. **Strategy's Expected Result/Impact:** Increase in Reading RIT **Staff Responsible for Monitoring:** Teachers, 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

601

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from % to 60% by May 2025 across all tested content areas.

Performance Objective 4: The percentage of Algebra 1 students achieving or exceeding their MATH RIT goal will increase from 35% to 45%.

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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

602

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from % to 60% by May 2025 across all tested content areas.

Performance Objective 5: By May of 2025, 75% of students will perform at the Meets level in Biology STAAR EOC.

High Priority

HB3 Board Goal

Evaluation Data Sources: STAAR EOC, NWEA MAP, Short Cycle Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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, Instructional Coach **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 Biology STAAR EOC **Staff Responsible for Monitoring:** Teachers, Instructional Coach **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use data to identify students who need interventions through MTSS. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administration **ESF Levers:** Lever 5: Effective Instruction				

603

 No Progress  Accomplished  Continue/Modify  Discontinue

604

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from % to 60% by May 2025 across all tested content areas.

Performance Objective 6: By May of 2025, 80% of students will perform at the Meets level in US History STAAR EOC.

High Priority

HB3 Board Goal

Evaluation Data Sources: STAAR EOC, NWEA MAP, Short Cycle Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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, Instructional Coach **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 US History STAAR EOC **Staff Responsible for Monitoring:** Teachers, Instructional Coach **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use data to identify students who need interventions through MTSS. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administration **ESF Levers:** Lever 5: Effective Instruction				

605

 No Progress  Accomplished  Continue/Modify  Discontinue

606

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from % to 60% by May 2025 across all tested content areas.

Performance Objective 7: By May of 2025, 92% of English 2 students will perform at the Meets level in 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership will 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, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 2 STAAR EOC **Staff Responsible for Monitoring:** Teachers, Administration, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use data to identify students who need interventions through MTSS. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  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.

609

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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

No Progress



Accomplished


Continue/Modify


Discontinue

610

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 49% to 63%.

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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administration will meet with Student Council once a month to facilitate and gather input for school events and culture. **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				

 No Progress  Accomplished  Continue/Modify  Discontinue

611

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 90% to 94%.

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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

612

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 2025.

High Priority

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

Evaluation Data Sources: Graduation Rate Data, State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leaders 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

613

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 5: NTO will support SEL and increase Sense of Belonging from 41% to 60%.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement and facilitate iLead in classrooms. **Strategy's Expected Result/Impact:** Increase mental health and wellbeing **Staff Responsible for Monitoring:** Teachers, Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student council will survey students to gather information on school culture, and administration will survey faculty and staff to gather information on school climate. **Strategy's Expected Result/Impact:** Increase sense of belonging and school pride **Staff Responsible for Monitoring:** Student Council, Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture				

 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 6: Discipline at NTO will decrease by 25% percent.

Evaluation Data Sources: Data on Focus and referral numbers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will set clear expectations and reinforce expectations through culture days. **Strategy's Expected Result/Impact:** Decrease in the number of referrals. **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will set clear expectations and reinforce expectations in classrooms. **Strategy's Expected Result/Impact:** Decrease in the number of referrals. **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Nimitz Middle School

2024-2025

616

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 2025 across all tested content areas.

Performance Objective 1: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 47% to 58% in the 2024 -2025 school year.

High Priority

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

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive training in the DDI process and protocols and utilize data to drive instruction. **Strategy's Expected Result/Impact:** Students reaching thier MAP growth will increase to 58%. **Staff Responsible for Monitoring:** Administrators, Teachers, Opportunity Culture team **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will implement the district approved curriculum, follow the YAG, and utilize district approved resources. **Strategy's Expected Result/Impact:** Students reaching their MAP growth will increase to 58%. **Staff Responsible for Monitoring:** Administrators, Opportunity Culture MCLs, Department Chairs **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide targeted intervention and remediation during Reading Lab. **Strategy's Expected Result/Impact:** Students reaching their MAP growth on Reading MAP will increase to 58%. **Staff Responsible for Monitoring:** Tutors/Teachers, Campus Leaders **Title I:** 2.4, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

618

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 40% to 58% in the 2024-2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive training in the DDI process and protocols and utilize data to drive instruction. **Strategy's Expected Result/Impact:** Student reaching their MAP growth will increase to 58%. **Staff Responsible for Monitoring:** Administrators, Teachers, Opportunity Culture team **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** Student reaching their MAP growth will increase to 58%. **Staff Responsible for Monitoring:** Administrators, Teachers, Opportunity Culture team **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide targeted intervention and remediation during Math Lab. **Strategy's Expected Result/Impact:** Student reaching their MAP growth will increase to 58%. **Staff Responsible for Monitoring:** Tutors/Teachers, Campus Leades **Title I:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

620

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: The percentage of students achieving or exceeding Meets on Reading STAAR will increase from 43% to 75% by the 2024-2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive training in the DDI process and protocols and utilize data to drive instruction. **Strategy's Expected Result/Impact:** Student's reaching MEETS on Reading STAAR will increase to 75% by end of year 2025. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 75% by end of year 2025. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide targeted intervention and remediation during Reading Lab. **Strategy's Expected Result/Impact:** Students will show growth in STAAR Reading. **Staff Responsible for Monitoring:** Administrative Team, Teachers, Opportunity Culture teams, MCLs, and MTRTs.				

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 2025 across all tested content areas.

Performance Objective 4: The percentage of students achieving or exceeding Meets on Math STAAR will increase from 26% to 75% 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive training in the DDI process and protocols and utilize data to drive instruction. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on Math STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 Math STAAR will increase to 75% by end of year 2025. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide targeted intervention and remediation during Math Lab. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on Math STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrative Team, Teachers, Opportunity Culture teams, MCLs and MTRTs.				

 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 2025 across all tested content areas.

Performance Objective 5: The percentage of students achieving or exceeding Meets on 8th Grade Science STAAR will increase from 39% to 75% by the end of the 2025 school year.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Teachers will receive training in the DDI process and protocols and utilize data to drive instruction. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on Science STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on Science STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Teachers will provide targeted intervention after school, during lunch tutoring, and in small groups during class. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on Science STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams	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 2025 across all tested content areas.

Performance Objective 6: The percentage of students achieving or exceeding Meets on 8Th Grade Social Studies STAAR will increase from 10% to 75% by the end of the 2023 school year.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive training in the DDI process and protocols and utilize data to drive instruction.	Formative			Summative
Strategy's Expected Result/Impact: The percentage of students achieving or exceeding Meets on Science STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources.	Formative			Summative
Strategy's Expected Result/Impact: The percentage of students achieving or exceeding Meets on Science STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide targeted intervention after school, during lunch tutoring, and in small groups during class.	Formative			Summative
Strategy's Expected Result/Impact: The percentage of students achieving or exceeding Meets on Science STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Teacher will receive monthly training from the Curriculum and Instruction Department.	Formative			Summative
Strategy's Expected Result/Impact: The percentage of students achieving or exceeding Meets on Science STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrative team, MCL	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

627

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 7: The percentage of students achieving or exceeding Meets on Algeba 1 STAAR will increase from 61% to 75% by the end of the 2023 school year.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive training in the DDI process and protocols and utilize data to drive instruction. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on the Algebra I STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, Opportunity Culture Teams				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on the Algebra I STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, Opportunity Culture Team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide targeted intervention after school, during lunch tutoring, and in small groups during class. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on the Algebra I STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, Opportunity Culture 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.

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 2025.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The AVID committee will prepare brief College and Career messages to send out to students during morning announcements. **Strategy's Expected Result/Impact:** Increase student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** Avid Committee, CIS Coordinator, Counselors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The AVID site team, along with school counselors, will plan and implement a school-wide College and Career month within the first semester. **Strategy's Expected Result/Impact:** Increase student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** Avid Committee, CIS Coordinator, Counselors, Administrative Team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Days throughout the school year will be designated as "College" days in which students will be allowed to wear their college shirts. **Strategy's Expected Result/Impact:** Increase student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** AVID site team, Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

630

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 2025.

Performance Objective 2: Nimitz will raise the Connectedness Indicator within Panorama from 35% to 56% by the end of the 2025 school year.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Core subject areas will hold Family Nights. **Strategy's Expected Result/Impact:** Students and families will build positive relationships with teachers and staff raising the percentage rate to at least 56%. **Staff Responsible for Monitoring:** Administrators and staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies and Materials to engage families and improve school culture - Title One School-wide - $3,184				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz faculty and staff will celebrate student successes in attendance, academic improvement, and citizenship. **Strategy's Expected Result/Impact:** Positive climate resulting in less discipline referrals **Staff Responsible for Monitoring:** Administration, counselors **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: Nimitz will raise the Sense of Belonging Indicator within Panorama from 32% to 45% by the end of the 2025 school year.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will receive SEL lessons weekly. **Strategy's Expected Result/Impact:** Panorama survey results will improve from 42%. **Staff Responsible for Monitoring:** Administrators and teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will implement clubs for students to join - Keep Nimitz Beautiful, Chess, Theatre **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				

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 2025.

Performance Objective 4: Nimitz will increase attendance from 92% to 95% by the end of the 2024-25 school year.

Evaluation Data Sources: Monthly attendance data

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives to student meeting attendance challenges.	Formative			Summative
Strategy's Expected Result/Impact: Raise the attendance rate to 95%.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrative team, counselors, attendance clerks				

Strategy 2 Details	Reviews			
Strategy 2: Attendance clerk will notify teachers daily to take attendance.	Formative			Summative
Strategy's Expected Result/Impact: Attendance rate will increase to 95%.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrative team, attendance clerk, teachers				

Strategy 3 Details	Reviews			
Strategy 3: Administrative team, attendance clerks, and counselors will complete parent contacts and attendance contracts to improve awareness of absences.	Formative			Summative
Strategy's Expected Result/Impact: Improve attendance rate to 95%.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Ainistrative team, counselors, attendance clerks				

 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 2025.

Performance Objective 5: The number of discipline referrals will decrease from over 1400 to under 1000 for the 2024-2025 school year.

Evaluation Data Sources: Focus reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administrative team will work closely with teachers to ensure CHAMPS is implemented with fidelity. **Strategy's Expected Result/Impact:** Decrease in discipline referrals. **Staff Responsible for Monitoring:** Administrative team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student success will be celebrated. **Strategy's Expected Result/Impact:** Decrease in discipline referrals **Staff Responsible for Monitoring:** Administrative team, teachers,				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Noel Elementary

2024-2025

635

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 2025, K through 5th grade Mathematics MAP scores will have 65% of their students in each classroom meeting or exceeding their growth goals.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Lesson Plans and feedback
Walk-throughs, feedback and coaching
Tutoring performance outcomes
Data Driven Instruction Analysis during Professional Learning Committees
Practice Clinics
MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In accordance with the district's initiatives, scope and sequence, and ECISD-approved curriculum, our Multi-Classroom Leaders and their team teachers will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement. **Strategy's Expected Result/Impact:** Students will be allowed to participate in a variety of learning experiences through Blended Learning station rotations that allow for high accountability and engagement. **Staff Responsible for Monitoring:** Teachers, Multi-Classroom Leaders and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

636

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided before, during, and after school to target reading and math skills. **Strategy's Expected Result/Impact:** Increase in student achievement toward growth goals and closing student gaps in reading and math **Staff Responsible for Monitoring:** Classroom Teachers, Campus Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All classroom teachers k-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 k-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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Noel will follow all district calendar professional development allowances and plan relevant learning based on teacher needs. **Strategy's Expected Result/Impact:** Teachers will benefit from professional development that is tailored to their needs. **Staff Responsible for Monitoring:** teachers and campus administrators **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

637

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving 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 2025, K-5th Reading MAP scores will have 65% of their students in each classroom meeting or exceeding their growth goals.

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

Evaluation Data Sources: MAP, BOY, MOY and EOY scores
Lesson Plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will plan and provide engaging lessons following Get Better Faster practices by focusing on the standards using TEKS Resource System and Lead4ward resources. **Strategy's Expected Result/Impact:** Engaging lessons will improve MAPS scores **Staff Responsible for Monitoring:** Classroom teachers, Administrators and Multi-classroom leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will monitor student progress on iReady 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

639

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

Performance Objective 3: By May 2025 4th Grade Reading STAAR meets scores will increase from 26% to 36%, Masters will increase from 10% to 20%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Lesson Plans
Walk-throughs and feedback
Tutoring outcomes
PLCs (Planning Data Driven Instruction)
Practice Clinics
On-going coaching for all staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The 4th Grade teachers will be coached by the fourth grade reading Multi-classroom Leader on Balanced Literacy, ELAR framework, rigorous tier 1 instruction and successful classroom practices. **Strategy's Expected Result/Impact:** The Multi-classroom Leader will support the classroom teacher in improving classroom practices which will lead to student improvement. **Staff Responsible for Monitoring:** Administrators and Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The 4th grade reading teachers will monitor student progress and set student goals on iReady. **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The 4th grade team will follow the Data Driven Instruction process when analyzing data and forming reteach plans during PLCs. **Strategy's Expected Result/Impact:** Reading Intervention will be effective and student reading scores will improve. **Staff Responsible for Monitoring:** Administrators, Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

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

Performance Objective 4: By May 2025, 5th Grade Math STAAR meets scores will increase from 42% to 52%, Masters will increase from 9% to 19%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Lessons plans
Tutoring outcomes
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all staff
Walkthroughs and feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Noel will use Opportunity Culture to provide teachers personalized professional learning in all grade levels. This will occur in the form of coaching, co-teaching, co-planning, and real-time feedback given by the Multi-classroom Leaders (MCLs). **Strategy's Expected Result/Impact:** Academic growth in Domains 2 and 3 on STAAR. MAPS data will improve. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Practice Clinics in reading and math will be held to improve teacher capacity and rigorous teaching skills. **Strategy's Expected Result/Impact:** Teachers will be more confident and student engagement will improve. **Staff Responsible for Monitoring:** Campus Administrators, Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Tutoring will be provided during, and after school. **Strategy's Expected Result/Impact:** Increase in student achievement toward growth goals and filling individual student gaps. **Staff Responsible for Monitoring:** classroom teachers and administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Noel will embed technology through Blended Learning station rotations and utilize in the classrooms at all times. **Strategy's Expected Result/Impact:** Students will be given immediate feedback on their progress learning to work on personalized instruction needed to close student gaps. **Staff Responsible for Monitoring:** Campus administrators Classroom teachers Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

643

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, K - 5th grade will have 50% of their students meeting or exceeding their projected growth goals, and by End of Year Reading MAP, K -5th Grade will have 65% of their students meeting or exceeding their growth goals.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: BOY, MOY, EOY MAP data
Lesson Plans
Walk-throughs and feedback
Tutoring outcomes
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: According to the MAP Reading Growth Assessment, the number of 3rd grade students meeting or exceeding their growth goals will increase from 54% to 64%. **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				

644

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: According to the MAP Reading Growth Assessment, the number of Noel 4th grade students meeting or exceeding their growth goals will increase from 50% to 60%. **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

645

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 2025 3rd Grade Reading STAAR Meets scores will increase from 28% to 38%, Masters scores will increase from 10% to 15%.

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: iReady Data
Short-cycle assessment data
BOY, MOY, EOY, MAP data
Lesson Plans
Walk-through and Feedback
Tutoring Outcomes
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will track 3rd grade student scores by comparing them to their 2nd grade scores as a baseline to ensure students are making progress. **Strategy's Expected Result/Impact:** Teachers will be able to determine which students need intervention. **Staff Responsible for Monitoring:** Multi-classroom Leaders Teachers Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided during and/or after school. **Strategy's Expected Result/Impact:** The percentage of 3rd grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** Multi-classroom Leaders Classroom teachers Campus administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 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 1: Noel will implement innovative instructional models which enable personalized learning for all students.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Lesson Plans
Evaluation of Practice Clinics
PLC Agendas
Walk-through Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blended Learning will provide personalize instruction for students through computer based programs and small group instruction. The Blended Learning environment will be conducive to cooperative learning and support station rotation consisting of flex seating, mobile standing desks for teachers, and tables to use for small group instruction. **Strategy's Expected Result/Impact:** Students will track their progress through iReady reading, 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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:** Classroom teachers, MCLs, administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

649

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 94% to 96%

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

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social Emotional Learning support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Strategy's Expected Result/Impact:** Social Emotional Learning support will enhance student learning by creating a low-risk learning environment and help build student self-esteem. **Staff Responsible for Monitoring:** classroom teachers counselors administrators **ESF Levers:** Lever 3: Positive School Culture				

No Progress



Accomplished


Continue/Modify


Discontinue

650

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

Performance Objective 3: Students identified as Other Special Populations (OSP - McKinney Vento, Homeless, Foster and Military-Connected) will be prioritized and receive additional services designed to increase academic performance on STAAR and improve attendance for this Special Population.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Community Outreach Center, social workers, specialists, and Communities in Schools will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria. **Strategy's Expected Result/Impact:** Barriers will be removed so student attendance will be expected to increase to 96%. **Staff Responsible for Monitoring:** Counselors Office Clerk Administrators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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:** classroom teachers, MCLs, and administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress


Accomplished

Continue/Modify

Discontinue

651

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
Student Planners
Student Journals
Lesson Plans
AVID strategies for writing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will utilize AVID binders to help them with their organizational skills. **Strategy's Expected Result/Impact:** Students will be more successful when working independently. **Staff Responsible for Monitoring:** Classroom Teachers Multi-classroom Leaders Campus Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will identify in their lesson plans, which AVID W.I.C.O.R. (writing, inquiry, Collaboration, Organization and Reading) skill is being targeted in each student activity. **Strategy's Expected Result/Impact:** Teachers will plan for all parts of W.I.C.O.R. **Staff Responsible for Monitoring:** Classroom Teachers Multi-classroom Leaders Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

OCTECHS

2024-2025

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 2025 across all tested content areas.

Performance Objective 1: Through quality instruction and targeted interventions the percentage of students achieving or exceeding the meets standard on the Algebra 1 STAAR assessments will increase from 34% to 60% by May 2025.

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%

Evaluation Data Sources: EOY STAAR 2025

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

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Increased tutoring (after school tutoring with ELA or Reading teacher) will be implemented use MAP data for identified 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 Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, 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 2025 across all tested content areas.

Performance Objective 2: OCTECHS will increase End of Year RIT score Met or Exceeded individual Growth Projections based upon MAP from 56% to 58% by May 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. **Strategy's Expected Result/Impact:** Increase student MAP achievement and growth. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Campus Leadership Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Increased tutoring (after school tutoring with Math teachers) 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 Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, 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 2025 across all tested content areas.

Performance Objective 3: The percentage of English I EOC testers achieving Meets will remain at 57% or higher and will improve for Masters from 24% to 28%.

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 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAA EOC. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and reassess. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Campus Instructional 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals is celebrated and visible in the classroom 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 Team, 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				

 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 2025 across all tested content areas.

Performance Objective 4: The percentage of English II EOC testers achieving Meets will remain at 80% or higher and will improve for Masters from 1% to 10%.

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 2025 Results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to the teacher. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Campus Instructional 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The teacher 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 reasses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Teacher, Campus Instructional 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals will be celebrated and visible in the classroom 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 Team, 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				

 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 2025 across all tested content areas.

Performance Objective 5: The percentage of Algebra I EOC testers achieving Meets will remain at 34% or higher and will improve for Masters from 13% to 18%.

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 2025 Results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teacher. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Campus Instructional 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The teacher 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 reasses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Campus Instructional 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals will be celebrated and visible in the classroom 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 Team, 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				

 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 2025 across all tested content areas.

Performance Objective 6: The percentage of U.S. History EOC testers achieving Meets will remain at 40% or higher and will improve for Masters from 34% to 39%.

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 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teacher. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The teacher 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 reasses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Instructional Coach, Leadership Team, Classroom Teacher. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The teacher will 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:** Teacher, Instructional Leadership Team, Instructional Coach. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, 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 2025 across all tested content areas.

Performance Objective 7: The percentage of Biology EOC testers achieving Meets will remain at 55% or higher and will improve for Masters from 27% 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 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to the teacher. **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				

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals will be celebrated and visible in the classroom 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 Team, Instructional Coach **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.

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 will increase School Connectedness from 54% (Spring 2024) to 60% (Spring 2025).

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Embed SEL strategies from the iLead curriculum within ALL Lunch Advisory classes (scheduled on Wednesdays), grades 9-12. **Strategy's Expected Result/Impact:** Improved students' social, emotional, and academic needs. **Staff Responsible for Monitoring:** ALL OCTECHS Teachers, Counselor, Staff. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: With the addition of an SAS Crisis Counselor on campus on Fridays, Implement a proactive and responsive student support system for students to improve a positive self & learning environment. **Strategy's Expected Result/Impact:** Students will feel comfortable to reach out to an adult on campus with their concerns and/or needs. **Staff Responsible for Monitoring:** Principal, Academic Counselor, new SAS Counselor, all Teachers, Campus Nurse, OC Liaison **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Under School Connectedness, Student Engagement will increase from 36% to 50% based on Panorama survey's from Spring 2024 to Spring 2025.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Embed SEL strategies from the iLead curriculum within ALL Lunch Advisory classes (scheduled on Wednesdays), grades 9-12. **Strategy's Expected Result/Impact:** Improved students' social, emotional, and academic needs **Staff Responsible for Monitoring:** All teachers - grades 9-12, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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, Instructional Coach. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				



No Progress



Accomplished


Continue/Modify


Discontinue

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

Performance Objective 3: OCTECHS will maintain a 95% or higher CCMR rate for 2025.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Counselor, OC Liaison and Principal will review reports and student transcripts to ensure students will meet CCMR Accountability criteria by the end of their 10th Grade year (9 or more college hours earned by the end of 10th Grade). **Strategy's Expected Result/Impact:** Maintain a 95% or Higher 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 OCTECHS students will be TSI compliant. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress


Accomplished

Continue/Modify

Discontinue

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

Performance Objective 4: The percentage of OCTECHS student attendance will increase from 95% (May 2024) to 96.0% or better by the end of May 2025.

High Priority

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

Evaluation Data Sources: Weekly attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 & 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Track student attendance weekly and for some at-risk students and those students on attendance contracts / probation, 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 5: OCTECHS will maintain low student discipline infractions / discipline referrals for the 2024-25 school year.

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: Discipline Reports from the District / PEIMS Discipline Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Maintain high expectations for student discipline and positive behavior, and communicate those expectations to all OCTECHS students and parents. **Strategy's Expected Result/Impact:** Maintain a low number of Discipline referrals on campus. **Staff Responsible for Monitoring:** Principal, Leadership Team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize the new SAS Counselor on campus to assist with student conflict-resolution situations as needed. **Strategy's Expected Result/Impact:** Maintain a low number of Discipline referrals on campus. **Staff Responsible for Monitoring:** Principal, Leadership Team, SAS Counselor. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Odessa Collegiate Academy

2024-2025

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Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase 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, End of Year Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. **Strategy's Expected Result/Impact:** Increase student MAP achievement and growth **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Campus Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Increased tutoring (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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase 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, End of Year Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. **Strategy's Expected Result/Impact:** Increase student MAP achievement and growth. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Campus Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Increased tutoring (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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase 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 38% 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 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-assess. **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting. 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				

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 10% 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 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting. 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				

 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 39% 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 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting. 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				

 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 31% 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 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting. 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				

 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 47% 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%, 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 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Performance Objective 1: OCA will increase School Connectedness from 54% (Spring 2024) to 65% (Spring 2025).

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Embed SEL strategies from the iLead curriculum within ALL Lunch Advisory classes (scheduled on Wednesdays), grades 9-12. **Strategy's Expected Result/Impact:** Improved students' social, emotional, and academic needs **Staff Responsible for Monitoring:** ALL OCA 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: With the addition of a SAS Crisis Counselor on campus on Fridays, 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, Academic Counselor, new SAS Counselor, all Teachers, Campus Nurse, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

No Progress


Accomplished

Continue/Modify

Discontinue

691

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 34% to 50% based on Panorama survey's from Spring 2024 to Spring 2025.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Embed SEL strategies from the iLead curriculum within ALL Lunch Advisory classes (scheduled on Wednesdays), grades 9-12. **Strategy's Expected Result/Impact:** Improved students' social, emotional, and academic needs **Staff Responsible for Monitoring:** All teachers - grades 9-12, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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



No Progress 

Accomplished  Continue/Modify  Discontinue

692

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 2025.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counselor and Principal will review reports and student transcripts to ensure students will meet CCMR Accountability criteria by the end of their 10th Grade year (9 or more college hours earned by the end of 10th Grade). **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				

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

693

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% (May 2024) to 97.0% by the end of May 2025.

High Priority

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

Evaluation Data Sources: Weekly attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Track student attendance weekly and for some at-risk students and those students on attendance contracts / probation, 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				

No Progress



Accomplished


Continue/Modify


Discontinue

694

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 low student discipline infractions / discipline referrals (10 or less) for the 2024-25 school year.

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: Discipline Reports from the District / PEIMS Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Maintain high expectations for student discipline and positive behavior, and communicate those expectations to all OCA students and parents.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Utilize the new SAS Counselor on campus to assist with student conflict-resolution situations as needed.	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: 100% of OCA students will be enrolled in an AVID course to prepare them for their post secondary plans and attend a university of their choosing.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Master schedule to show ALL students are enrolled in OCA AVID, and OCA AVID reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Complete FAFSA, scholarship applications, college applications, and research college and careers through OCA AVID classes. **Strategy's Expected Result/Impact:** Prepare our students to be college and career ready after graduation and transfer to a university of their choosing after graduation. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers, and OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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, career environment, and as a global citizen. **Strategy's Expected Result/Impact:** Give ALL our students the necessary skills they will need as they transfer to an university of their choosing and on to a career of their choosing. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID Site Team, Principal, Counselor, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: As stated in the OCA/OC MOU, maintain appropriate AVID staffing and class size at OCA, so that ALL students have the AVID elective each year while attending OCA. **Strategy's Expected Result/Impact:** Keep AVID as an integral part of OCA each year as staffing is reviewed annually in the Spring semester. Maintain the AVID culture and instructional skills taught for each grade level at OCA. **Staff Responsible for Monitoring:** Principal, Counselor, AVID Campus Coordinator, AVID Teachers, AVID Site Team **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Odessa High School

2024-2025

698

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 from 13% on the 2024 STAAR to 61% as measured by 2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

699

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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 from 24% on the 2024 STAAR to 61% as measured by 2025 STAAR.

High Priority

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

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

No Progress 

Accomplished  Continue/Modify  Discontinue

701

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving 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 from 48% on the 2024 MAP to 58% as measured by 2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

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 from 50% on the 2024 MAP to 58% as measured by 2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

No Progress Accomplished Continue/Modify Discontinue

703

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving 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 from 28% on the 2024 STAAR to 75% as measured by 2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** MCL,Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

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

 No Progress  Accomplished  Continue/Modify  Discontinue

705

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving 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 from 38% on the 2024 STAAR to 75% as measured by 2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** MCL, Principal, Associate and Assistant Principals, Instructional Coaches, Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

707

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving 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 from 38% on the 2024 STAAR to 75% as measured by 2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** MCL, Principal, Associate and Assistant Principals, Instructional Coaches, Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

709

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 from 27% of students 11th grade year to 65% by graduation of 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%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: CCMR Data
State Accountability

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

711

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

712

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 86% of the class of 2024 to 92% for the class of 2025.

High Priority

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

Evaluation Data Sources: Graduation Rate Data
State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leaders track and monitor students to intervene when students show early signs of attendance, behavior and academic concerns. **Strategy's Expected Result/Impact:** Identify struggling students and intervene early to increase graduation rate. **Staff Responsible for Monitoring:** Teachers/Attendance Clerks/Counselors,/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Intensive individualized support will be provided for students who have fallen off track and a plan will be created that leads to graduation. **Strategy's Expected Result/Impact:** Increase in student graduation rate. **Staff Responsible for Monitoring:** Teachers/Attendance Clerks/Counselors/Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Improve individual and family support to facilitate monitoring of students and create connectedness to the school. **Strategy's Expected Result/Impact:** Increase graduation rate and parent involvement. **Staff Responsible for Monitoring:** Teachers/Attendance Clerks/Counselors/Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: Odessa High School will increase school connectedness from 62% of the 2024 school year to 65% for the 2025 school year.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama data

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of a proactive and responsive support system for students social and emotional needs to create a positive learning environment. **Strategy's Expected Result/Impact:** Improve student connections to school. Create positive interactions. **Staff Responsible for Monitoring:** Teachers/Counselors/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

715

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 87.8% of the 2024 school year to 90% for 2025 school year.

High Priority

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

Evaluation Data Sources: Attendance reports

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

 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 from 50% of 2024 to 63% for the 2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Pease Elementary

2024-2025



718

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 2025 across all tested content areas.

Performance Objective 1: 60% of all students in Grades K-5th 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 iReady reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (iReady, LLI, NWEA MAP results, Guided Reading, fluency folders, 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. All grade levels will meet growth goals. **Staff Responsible for Monitoring:** Administrators, MCL, MTRT, Reading 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 **- Targeted Support Strategy** **Problem Statements:** Demographics 1, 2				

719

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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, **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 **Problem Statements:** Demographics 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Teachers will deliver quality Tier 1 instruction resulting in higher student achievement. **Staff Responsible for Monitoring:** Instructional Coach, Assistant Principal, Principal, 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 **Problem Statements:** Student Achievement 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

720

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: 70% of all students in Grades K-2nd will meet or exceed their end-of-year individual growth projections based upon MAP in 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: My Math Academy reports, iReady reports, Short Cycle Assessments, NWEA MAP administered three times a year, teacher-created assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (Imagine Math, NWEA MAP results, teacher-made assessments) to ensure students are gaining the skills needed 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:** Administrators, MCLs, MTRTs, Blended Learning Coordinator, Reading Coach, **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 nee **Strategy's Expected Result/Impact:** Individual student growth in Math. **Staff Responsible for Monitoring:** Administrators, MCL, MTRT **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 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 **Title I:** 2.4 - **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 1 Paraprofessional - Title One School- Improvement - $33,000				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 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 .

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 twice a year, teacher created assessments,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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, **Title I:** 2.5 **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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, **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

723

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 2025.

Performance Objective 1: 60% of all students in Grades K-5th 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: iReady diagnostic, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, iReady, 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 **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **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 **Problem Statements:** Demographics 1, 2				

 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 2025.

Performance Objective 2: 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			
	Formative			Summative
	Oct	Jan	Mar	May
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, **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 2025.

Performance Objective 3: Increase the percentage of 3rd-5th grade students reading at or above grade level from 35% to 45% by May 2025 through the implementation of targeted literacy instruction, comprehensive teacher development, and a holistic learning journey that involves all stakeholders.

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, iReady diagnostics, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, iReady, 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 **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 and math in all grade levels. **Staff Responsible for Monitoring:** teachers, Administrators, Reading Coach, MTRT, TRT **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3				

 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 2025.

Performance Objective 1: Staff belonging will increase from 70% to 75% on the spring 2025 staff Panorama survey.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama survey, staff feedback,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly staff team building activities will be implemented to increase staff connectiveness and a sense of belonging. **Strategy's Expected Result/Impact:** Improved school climate and increase in teacher retention. **Staff Responsible for Monitoring:** Administrators, committees, **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Formation of various campus committees to develop teamwork and teacher voice in campus decisions. **Strategy's Expected Result/Impact:** Improved moral and campus culture. **Staff Responsible for Monitoring:** Administrators, teachers, staff, committees **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

729

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 2025.

Performance Objective 2: Increase student attendance to 95% in 2024-2025

High Priority

HB3 Board Goal

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

Evaluation Data Sources: attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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 **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Permian High School

2024-2025

732

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 2025 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 2025 STAAR.

High Priority

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

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				733

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 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 2025 STAAR.

High Priority

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

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier I instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 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 2025 STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 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 2025 STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

740

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 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 2025 STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 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 2025 STAAR.

High Priority

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

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier I instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using MAP data to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier I instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using MAP data to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

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 61% to 88% by May 2025.

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 50% by 2025.

High Priority

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

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Collaborate with our partnering institutions, Odessa College, and UTPB to increase dual credit enrollment. Starting this year, dual credit will be integrated into educational planning. The Campus CCMR Coordinator, CTE Counselor, School Counselors, and College Advisor will actively promote and enroll students in dual credit courses, focusing on earlier grade levels. **Strategy's Expected Result/Impact:** Increase the percentage of students enrolling in dual credit courses on our campus by 10% compared to the previous year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Through our partnership with Odessa College and UTPB along with our collaboration with Net Tech Network (NTN), we will offer students and parents from grades 6-12 valuable information on career pathways and academic opportunities as they transition into high school. This will ensure that incoming freshmen have a clear understanding of all available academic options. Additionally, juniors and seniors will receive support with college planning, admissions, financial aid, and scholarship opportunities. **Strategy's Expected Result/Impact:** Increase the percentage of graduating seniors who will matriculate into a post-secondary pathway by 20% compared to the previous year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus CCMR Coordinator will collaborate with our school counselors, advisors, CTE department, and department chairs to create a CCMR Strategic Plan for each cohort. This plan will ensure effective advising and communication with both parents and students regarding college, career, and military readiness. **Strategy's Expected Result/Impact:** CCMR percentage for each campus cohort will increase by 20% annually before students enter their senior year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors				

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

 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 61% to 88% by May 2025.

Performance Objective 2: Permian High School will raise the School Connectedness indicator of the Panorama survey from 50% to 63% by May 2025.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will seek input from student advisory groups to address areas of the Panorama survey needing improvement, specifically school connectedness. **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, Counselors, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School 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, Counselors, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 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, Counselors, Teachers **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 61% to 88% by May 2025.

Performance Objective 3: Permian High School's four-year campus graduation rate will increase to 90% for the Class of 2025.

High Priority

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

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School's average daily attendance will increase to 90%. **Strategy's Expected Result/Impact:** As daily attendance increases, more students will be on track to graduate. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Teachers, Social Workers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leaders will proactively track and monitor students to intervene when students show early signs of attendance, behavior, and academic concerns. Intensive individualized support will be provided for students who have fallen off track and a plan will be created that leads to graduation. **Strategy's Expected Result/Impact:** Identifying struggling students and providing early intervention will lead to an increase in graduation rates. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Teachers, Social Workers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Permian High School will implement a digital hall pass system to provide hallway accountability for students. **Strategy's Expected Result/Impact:** Attendance will improve, as students will be in class and have less opportunity to skip classes and leave campus. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Teachers, Social Workers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Reagan Academic Magnet

2024-2025

754

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 2025, the % of students performing at the Meet level on 3rd-5th Math STAAR will increase from 96% to 97%.

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, STAAR, SCA's and Iready programs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Focused PLC's on Math creating Know & Show's with high need TEKS and Vocabulary **Strategy's Expected Result/Impact:** Students will score higher on all testing. **Staff Responsible for Monitoring:** Teachers implement and administrators monitor. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: After school Math Enrichment Club **Strategy's Expected Result/Impact:** Improve foundational Math skills for upper grades. **Staff Responsible for Monitoring:** Teachers will look for students with high needs and encourage them to join the after school Math Enrichment club. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

755

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving 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 2025, the % of students performing at the Masters level on 3rd Math STAAR will increase from 33% to 34 %. 4th Masters level on Math will increase from 33% to 34 %. 5th Masters level on Math will increase from 49% to 50%.

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, STAAR, SCA's, Teacher data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Family Math Night **Strategy's Expected Result/Impact:** Students will be able to share and show their parents what they are learning in Math and play some games with them. **Staff Responsible for Monitoring:** Students showing strategies and games, teacher preparing students and setting up, administrators monitoring **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Peer tutoring **Strategy's Expected Result/Impact:** 3rd grade will work with 5th grade students to target Math facts **Staff Responsible for Monitoring:** 3rd & 5th teachers				

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 2025, the % of students performing at the Masters level on 3rd RLA STAAR will increase from 50% to 51 %. 4th RLA STAAR Masters level will increase from 49% to 50%. 5th RLA STAAR will increase from 76% to 77%.

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, STAAR, SCA's and iReady programs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AR transition - The Book Whisperer **Strategy's Expected Result/Impact:** Students will be excited and encouraged to read and journal what they are reading. **Staff Responsible for Monitoring:** Teachers, Librarian and administration monitor and support **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: One Book One School **Strategy's Expected Result/Impact:** Improve student comprehension and love for reading. **Staff Responsible for Monitoring:** All staff members **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: By May of 2025, the % of students performing at the Masters level on 5th Science STAAR will increase from 67% 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%, 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, STAAR, teacher created labs and data

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Science Fair **Strategy's Expected Result/Impact:** Students will learn the Scientific Method **Staff Responsible for Monitoring:** Science Teachers and Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Robotics Club **Staff Responsible for Monitoring:** 4th & 5th Grade Science Teachers **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	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: All K-2nd groups will increase their % of students that met growth goal on Reading MAP by 1% by May 2025. Kindergarten will increase from 88% to 89%, 1st will increase from 55% to 56% and 2nd will increase from 51% to 52%.

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, SCA, and teacher created tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bookworms **Strategy's Expected Result/Impact:** Volunteers read book provided by Education Foundation to students and give them a copy to take home to share the love of reading. **Staff Responsible for Monitoring:** Teachers, Volunteers and Education Foundation **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, 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: Third grade will increase their % of students that met growth goal on MAP by 1% from 61% to 62% by May 2025.

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, SCA, STAAR practice tests, STAAR and TELPAS

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: Third Grade students will increase their Mastery level on RLA STAAR from 50% to 52% by May 2025.

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: SCA, MAP, teacher created tests, STAAR Interim, STAAR and TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Read Across America **Strategy's Expected Result/Impact:** Outside volunteers will come in and share their love for reading while reading a book to the class. **Staff Responsible for Monitoring:** Teachers, volunteers and administration support **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 1: Panorama Self-Efficacy will increase from 75% to 77% by May 2025.

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, Teacher and Staff check-ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reagan Representatives **Strategy's Expected Result/Impact:** 5th grade students will step into leadership positions to represent Reagan when guests are here. Improve their Self-Efficacy. **Staff Responsible for Monitoring:** 5th grade teachers, counselor and administrative team **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

763

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 rigorous expectations will increase from 88% to 89%.

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, check-ins from teachers and staff

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: AVID certified teachers will increase by 2% by the end of May 2025

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

Evaluation Data Sources: AVID certification, administrator check-ins and encouragement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Trainer of Trainers **Strategy's Expected Result/Impact:** AVID certified teachers on staff will lead PLC's sharing strategies that will improve classroom performances **Staff Responsible for Monitoring:** AVID certified teachers and administrative team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Showcase **Strategy's Expected Result/Impact:** Improve AVID strategies **Staff Responsible for Monitoring:** Mrs. Berridge, AVID Certified teachers and administration **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

765

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: Reagan's overall attendance will increase from 95.9 to 96.9% by May 2025.

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

Evaluation Data Sources: Attendance weekly, staff check-ins for attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade Level Competitions **Strategy's Expected Result/Impact:** Attendance will improve when attendance is announced and discussed during morning announcements weekly. **Staff Responsible for Monitoring:** Administrative team, teachers and parents **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Attendance Tracker **Strategy's Expected Result/Impact:** Improve student attendance **Staff Responsible for Monitoring:** All staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Ross Elementary

2024-2025



767

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 2025 across all tested content areas.

Performance Objective 1: At Ross Elementary, the percentage of students performing at the meets level on 3rd - 5th Math STAAR will increase from 39% to 60% By May 2025.

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: 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Following district initiatives, scope and sequence, and ECISD-approved curriculum, Ross Master Classroom Leaders and their team teachers will collaborate and plan lessons in 90-minute PLCs once a week 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 **Problem Statements:** Student Achievement 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All K-5 Ross teachers will participate in monthly vertical Mathematics planning sessions led by a Master Classroom Leader to strengthen and align math routines and strategies. **Strategy's Expected Result/Impact:** K-5 students will be performing Mathematics on grade level or above by the end of their grade level as well as meets on State/District Assessments. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal MCLs **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 **Problem Statements:** Student Achievement 6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All teachers will participate in one 45-minute weekly practice clinic to plan, script, and role-play instructional strategies under the direction of their Master Classroom Leader. **Strategy's Expected Result/Impact:** Instructional practices will be consistent campus-wide. All teachers will collaborate and be supported by a Master Classroom Leader. **Staff Responsible for Monitoring:** Principal Assistant Principal **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 **Problem Statements:** Curriculum, Instruction, and Assessment 2				

 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 2025 across all tested content areas.

Performance Objective 2: At Ross Elementary, the percentage of students performing at the Meets level on 3rd - 5th Reading STAAR will increase from 44% to 60% by May 2025.

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: 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will plan engaging lessons following Relay practices by focusing on the standards using TEKS Resource System and Lead4ward resources. **Strategy's Expected Result/Impact:** Lesson Plans are engaging STAAR scores will improve **Staff Responsible for Monitoring:** MCLs (Multi-Classroom Leaders) Administration **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 **Problem Statements:** Student Achievement 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will monitor/track student progress on i-Ready, using data spreadsheets, to drive small group instruction during campus-wide intervention from 2:30-3:15. **Strategy's Expected Result/Impact:** Targeted Reading intervention and Reading fluency will improve. **Staff Responsible for Monitoring:** Administrators MCLs 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 **Problem Statements:** Student Achievement 5 **Funding Sources:** - Title One School-wide - $3,960				

 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 2025 across all tested content areas.

Performance Objective 3: At Ross Elementary, the percentage of 5th-grade students performing at the Meets level on Science STAAR will increase from 22% to 60% by May 2025.

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: Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Master Classroom Leaders will support teachers in successful Scientific practices incorporating hands-on Science experiments in the Cal Ripken Stem Lab once a week for K - 5th-grade classrooms. **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 **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 **Problem Statements:** Student Achievement 7				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs led by their Master Classroom Leader. **Strategy's Expected Result/Impact:** Science intervention will be included during the campuswide intervention time, 2:30-3:15. **Staff Responsible for Monitoring:** Administration MCLs **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 **Problem Statements:** Student Achievement 7 - Curriculum, Instruction, and Assessment 2				

 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 2025.

Performance Objective 1: At Ross Elementary, the percentage of 3rd-grade students performing at the Meets level or above on their Reading STAAR Assessment will increase from 34% to 45% by May 2025.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: BOY, MOY, EOY MAP data
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ross Opportunity Culture Master Classroom Leaders and their Team Teachers will collaborate and plan Reading lessons in 90-minute PLCs once a week using a variety of structures and strategies to strengthen their tier 1 instruction and challenge higher performing students. **Strategy's Expected Result/Impact:** The percentage of 3rd-grade students reading at or above grade level will increase. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **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 **Problem Statements:** Student Achievement 8				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will participate in one 45-minute weekly practice clinic to plan, script, and role-play instructional strategies under the direction of their Opportunity Culture Master Classroom Leader. **Strategy's Expected Result/Impact:** The percentage of 3rd grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All K-5 Ross teachers will participate in monthly vertical Writing planning sessions led by a Master Classroom Leader to strengthen and align Writing routines and strategies. **Strategy's Expected Result/Impact:** Students will improve their Reading and Writing skills. **Staff Responsible for Monitoring:** MCLs Administrators **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 5				

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 2025.

Performance Objective 2: At Ross Elementary, the percentage of students in second grade achieving or exceeding their MAPS Reading goal will increase from 16% in 2024 to 45% in 2025.

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%

Evaluation Data Sources: iready 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction and plan quality interventions personalized to students' specific needs through Blended Learning strategies. **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 **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 **Problem Statements:** Student Achievement 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten - Second-grade teachers will use District resources, Saxon Phonics daily with Master Classroom Teacher support during weekly practice clinics. **Strategy's Expected Result/Impact:** The percentage of Kindergarten - Second grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **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 **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 3: At Ross Elementary, the percentage of students in first grade achieving or exceeding their MAPS Reading Assessment will show growth from 66% in 2024 to 75% in 2025.

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%

Evaluation Data Sources: BOY, MOY, EOY MAP data
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-3rd teachers will take weekly running records during Guided Reading using Microsoft Teams to guide fluency practice for students. **Strategy's Expected Result/Impact:** The percentage of 1st-grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **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 **Problem Statements:** Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Third-grade teachers will use Blended Learning strategies to personalize students' independent practice time on low Reading skills. **Strategy's Expected Result/Impact:** The percentage of 1st-grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

 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 2025.

Performance Objective 1: Ross Elementary teachers will utilize SEL-focused strategies to increase school connectedness on Panorama Data from 68% to 75% by May 2025.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Increased Attendance
Panorama Data
7 Mindsets data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will guide students through S.E.L lessons using the iLead program. **Strategy's Expected Result/Impact:** Students will feel encouraged to take academic risks in the classroom. **Staff Responsible for Monitoring:** Teachers Counselor Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: SEL support will be provided through various methodologies including student celebrations 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				

 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 2025.

Performance Objective 2: Ross Elementary will improve student daily attendance from 92.9% 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			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: Disciplinary infractions at Ross Elementary will decrease from 137 student referrals to 100 by May 2025.

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: Discipline Referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use a Discipline Flowchart to help guide their actions toward negative student behaviors in the classroom. **Strategy's Expected Result/Impact:** Discipline referrals will decrease **Staff Responsible for Monitoring:** Administration MCLs **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Context and Organization 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use a Campus-Wide Expectations presentation with students at the beginning of the school year. **Strategy's Expected Result/Impact:** Discipline referrals will decrease **Staff Responsible for Monitoring:** Administration MCLs **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

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 2025.

Performance Objective 4: 100% of 3rd-5th grade Ross Elementary 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			
	Formative			Summative
	Oct	Jan	Mar	May
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 **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will plan daily lessons with AVID W.I.C.O.R strategies with support from their Master Classroom Leader during planning sessions. **Strategy's Expected Result/Impact:** Teachers will plan for all parts of W.I.C.O.R. **Staff Responsible for Monitoring:** Teachers MCLs Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Sam Houston Elementary

2024-2025



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Board Goals

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

Performance Objective 1: By May of 2025, the percentage of 3rd-5th grade students achieving Meets in Math STAAR will increase from 28% to 38%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston 3 - 5th grade students will use iReady supplemental lessons and track lesson completion weekly. **Strategy's Expected Result/Impact:** students will receive personalized lessons through iReady resulting in individual growth/performance **Staff Responsible for Monitoring:** Teachers, MCLs, 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				

 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 2025, the percentage of 3rd-5th grade students achieving Meets in Reading STAAR will increase from 32% to 40%.

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 Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process in PLCs to ensure understanding of TEKS and quality student work that must be evident in student work. Create Know Shows and Exemplars to ensure quality lesson planning and instructional delivery. **Strategy's Expected Result/Impact:** Increased student performance and high quality instruction. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston 3 - 5th grade students will use iReady supplemental lessons and track lesson completion weekly. **Strategy's Expected Result/Impact:** students will receive personalized lessons through iReady resulting in individual growth/performance **Staff Responsible for Monitoring:** Teachers, MCLs, 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 **Problem Statements:** Student Achievement 2				

 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 2025, the percentage of 5th-grade students achieving Meets in Science STAAR will increase from 11% to 25%.

Evaluation Data Sources: STAAR assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process in PLCs to ensure understanding of TEKS and quality student work that must be evident in student work. Create Know Shows and Exemplars to ensure quality lesson planning and instructional delivery. **Strategy's Expected Result/Impact:** Increased student performance and high quality instruction. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: In each science unit, all classrooms K-5 will engage students with hands-on experiments that demonstrate sciencfic concepts using district-approved resources. **Strategy's Expected Result/Impact:** increased student engagement in Science increased student performance in Science **Staff Responsible for Monitoring:** Teachers MCLs Administrators **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 **Problem Statements:** Student Achievement 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By May 2025 the percentage of Kindergarten - 3rd grade students achieving or exceeding their Reading RIT goal will increase from 39 to 55%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: BOY, MOY and EOY MAP scores, Spanish Istation scores and Iready scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Increase student performance in Reading **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-2 classroom teachers will target at risk populations and utilize small group reading intervention four times a week for 20-25 minutes per group; iReady for 20 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Increased performance on MAP, iReady and Istation **Staff Responsible for Monitoring:** Teachers MCLs 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 **Problem Statements:** Student Achievement 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: The percentage of Kindergarten - 3rd grade students meeting their growth projection on the MAP Reading Assessment will increase from __ to __%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: BOY, MOY and EOY MAP RIT scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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 student performance in Reading **Staff Responsible for Monitoring:** Teachers MCLs 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data portfolios to ensure students track MAP Reading growth, monthly iReady Reading progress and ELAR SCAs. **Strategy's Expected Result/Impact:** Increased student perfomance and readiness **Staff Responsible for Monitoring:** teachers MCLs 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 **Problem Statements:** Student Achievement 1, 2				

 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 3rd grade students performing at the MEETS level on their Reading STAAR Assessment will increase from 15% to 25%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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:** Increased student performance **Staff Responsible for Monitoring:** teachers MCLs Administrators **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data portfolios to ensure students track MAP Reading growth, monthly iReady Reading progress and ELAR SCAs. **Strategy's Expected Result/Impact:** Increased student perfomance and readiness **Staff Responsible for Monitoring:** teachers MCLs Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By Spring 2025, School Connectedness Panorama Data will increase from 64 to 70%.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead curriculum will be implemented 1 time a week for 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 **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Leader In Me daily lessons will be implemented in all classrooms and all staff will promote the 8 Habits to build student leadership and reduce the number of discipline referrals by 10%. **Strategy's Expected Result/Impact:** Build student leaders Reduce discipline referrals **Staff Responsible for Monitoring:** Teachers Counselor Administrators **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By May 2025, student daily attendance will increase from 92.3 to 93.3%.

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: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Contact form.	Formative			Summative
Strategy's Expected Result/Impact: decrease in student absenteeism	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Clerk Counselor Teachers Administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classrooms will be recognized monthly for having the highest percentage rate for attendance. **Strategy's Expected Result/Impact:** Increased learning time and decreased absences **Staff Responsible for Monitoring:** Clerk Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

 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 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: AVID site team checks for binders, planners, and journals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a Leadership Portfolio. **Strategy's Expected Result/Impact:** Leadership skills **Staff Responsible for Monitoring:** teachers AVID coordinators **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation. **Strategy's Expected Result/Impact:** Effective instruction **Staff Responsible for Monitoring:** AVID site team Teachers **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus Career week will be implemented in the Spring to showcase various career opportunities for students. **Strategy's Expected Result/Impact:** increased student awareness to college/career readiness **Staff Responsible for Monitoring:** Counselor Teachers Administrators **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Ector County Independent School District

San Jacinto Elementary

2024-2025

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Board Goals

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

Performance Objective 1: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR 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%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 instructional staff will sustain the implementation of Lone Star Math with fidelity exposing all students to rigorous math spiral review which includes: addition and subtraction, multiplication and division, fractions and fractional representations, place value, data analysis, geometry and measurement, and personal financial literacy through various stimuli and mathematical tools to demonstrate mathematical understanding of the TEKS. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **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** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **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** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All teachers will follow data protocols to help identify and close student gaps. **Strategy's Expected Result/Impact:** The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall. **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students will be strategically placed in tutoring groups and lead by highly effective teachers. **Strategy's Expected Result/Impact:** All student sub-pops/tutoring groups will have consistent support as they transition from the previous grade level. Students will learn how to set their own academic goals and independently monitor their mastery of learning objectives using all virtual platforms (iReady and Lone Star Math/RLA). **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 3-5 STAAR Transformations: Teachers in 3rd-5th grade will track their student data throughout the academic school year according to BOY and MOY Diagnostic Assessments, SCAs, CBA/DBA, and formative assessments and identify priority TEKS and align resources to plan high effective, academically rigorous, and engaging transformations. **Strategy's Expected Result/Impact:** Meet and exceed the STAAR MEETS standard goal **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **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 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** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 **Funding Sources:** Engaging Classroom Supplies and Materials for Transformations - Local - Teacher Related Materials or Teaching Materials - $3,500, Engaging Classroom Supplies and Materials for Transformations - Title One School-wide - Teacher Related Materials or Teaching Materials				

 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 2025, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 59% to 65%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 3-5 instructional staff will sustain the implementation of Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **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** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2 **Funding Sources:** Lone Star RLA (3rd-5th Grade) - Local - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **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** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All teachers will follow data protocols to help identify and close student gaps. **Strategy's Expected Result/Impact:** The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall. **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students will be strategically placed in tutoring groups and lead by highly effective teachers. **Strategy's Expected Result/Impact:** All student sub-pops/tutoring groups will have consistent support as they transition from the previous grade level. Students will learn how to set their own academic goals and independently monitor their mastery of learning objectives using all virtual platforms (iReady and Lone Star Math/RLA). **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 3-5 STAAR Transformations: Teachers in 3rd-5th grade will track their student data throughout the academic school year according to BOY and MOY Diagnostic Assessments, SCAs, CBA/DBA, and formative assessments and identify priority TEKS and align resources to plan high effective, academically rigorous, and engaging transformations. **Strategy's Expected Result/Impact:** Meet and exceed the STAAR MEETS standard goal **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **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 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** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 **Funding Sources:** Engaging Classroom Supplies and Materials for Transformations - Local - Teacher Related Materials or Teaching Materials - $3,500, Engaging Classroom Supplies and Materials for Transformations - Title One School-wide - Teacher Related Materials or Teaching Materials - $3,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 21% to 35%.

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%

Evaluation Data Sources: STAAR, NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 5th grade science teachers and additional instructional staff will sustain the implementation of I-READY lessons and the OVER strategy (including classroom demonstrations, hand on labs, and vocabulary activities) with fidelity exposing all students to rigorous and engaging Tier I instruction through the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** 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** **Problem Statements:** Demographics 1 - Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 5th grade science teachers and additional instructional staff will monitor students after every short cycle assessment and intervene in small group/tutoring using Sirius and Science Countdown resources. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** 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** **Problem Statements:** Demographics 1 - Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All teachers will follow data protocols to help identify and close student gaps. **Strategy's Expected Result/Impact:** The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall. **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students will be strategically placed in tutoring groups and lead by highly effective teachers. **Strategy's Expected Result/Impact:** All student sub-pops/tutoring groups will have consistent support as they transition from the previous grade level. Students will learn how to set their own academic goals and independently monitor their mastery of learning objectives using all virtual platforms (iReady and Lone Star Math/RLA). **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 3-5 STAAR Transformations: Teachers in 3rd-5th grade will track their student data throughout the academic school year according to BOY and MOY Diagnostic Assessments, SCAs, CBA/DBA, and formative assessments and identify priority TEKS and align resources to plan high effective, academically rigorous, and engaging transformations. **Strategy's Expected Result/Impact:** Meet and exceed the STAAR MEETS standard goal **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **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 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** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 **Funding Sources:** Engaging Classroom Supplies and Materials for Transformations - Local - Teacher Related Materials or Teaching Materials - $3,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 79% to 85%

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%, 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: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **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 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** **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Multi-classroom Leaders will provide and monitor the implementation and sustainability of data-driven instruction based on the Science of Teaching Reading, which includes an explicit and systematic delivery of foundational skills, reading comprehension and fluency, and written and oral language instruction. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **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 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** **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Opportunity Culture MCL Stipends - Local - 2 Local Positions Turned In - $108,000, Opportunity Culture MCL Stipends - Title One School-wide - $22,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: K-2 MAP Growth Transformations: Teachers in K-2nd grade will track their student data throughout the academic school year according to BOY and MOY MAP, SCAs, and formative assessments and identify priority TEKS and align resources to plan high effective, academically rigorous, and engaging transformations. **Strategy's Expected Result/Impact:** Meet and exceed MAP reading and math growth targets **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **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 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** **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2 **Funding Sources:** Engaging Classroom Supplies and Materials for Transformations - Local - Teacher Related Materials or Teaching Materials - $3,500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All teachers will follow data protocols to help identify and close student gaps. **Strategy's Expected Result/Impact:** The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall. **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Students will be strategically placed in tutoring groups and lead by highly effective teachers. **Strategy's Expected Result/Impact:** All student sub-pops/tutoring groups will have consistent support as they transition from the previous grade level. Students will learn how to set their own academic goals and independently monitor their mastery of learning objectives using all virtual platforms (iReady and Lone Star Math/RLA). **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 2				

 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 K-3 students will show growth from 79% to 85% on their READING MAP ASSESSMENT.

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%, 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: NWEA MAP, IREADY BOY and EOY Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **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 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** **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Multi-Classroom Leaders and AILT members will provide and monitor the implementation and sustainability of data-driven instruction based on the Science of Teaching Reading, which includes an explicit and systematic delivery of foundational skills, reading comprehension and fluency, and written and oral language instruction. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **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 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** **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Opportunity Culture MCL Stipends - Local - 2 Local Positions Turned In - $108,000, Opportunity Culture MCL Stipends - Title One School-wide - $22,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All teachers will follow data protocols to help identify and close student gaps. **Strategy's Expected Result/Impact:** The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall. **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 - **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** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students will be strategically placed in tutoring groups and lead by highly effective teachers. **Strategy's Expected Result/Impact:** All student sub-pops/tutoring groups will have consistent support as they transition from the previous grade level. Students will learn how to set their own academic goals and independently monitor their mastery of learning objectives using all virtual platforms (iReady and Lone Star Math/RLA). **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

821

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 % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 56% to 60%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers will follow data protocols to help identify and close student gaps. **Strategy's Expected Result/Impact:** The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall. **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 - **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** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will be strategically placed in tutoring groups and lead by highly effective teachers. **Strategy's Expected Result/Impact:** All 3rd grade student sub-pops/tutoring groups will have consistent support as they transition from 2nd grade and will independently master using all virtual platforms (iReady, Istation, and Lone Star RLA) 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:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 3-5 instructional staff will sustain the implementation of Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice. **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:** Campus ILT, AILT, CIT, and Opportunity Culture **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 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** **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2				

 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 Connectedness panorama data will increase from 63% to 72%.

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%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: New classroom staff and administrators will attend RCA EXP and continue to sustain and improve San Jacinto's house system and academic expectations. RCA EXP is an interactive, immersive learning experience where you will observe classes and participate in dynamic workshops that will teach faculty members how to ignite a passion for learning, provide meaningful support, encourage academic excellence, foster authentic relationships, and ensure a climate and culture where all students and staff thrive. **Strategy's Expected Result/Impact:** Increased school connectedness metric according to Panorama. **Staff Responsible for Monitoring:** San Jacinto House Committee Members **Title I:** 4.1, 4.2 - **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 - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Travel Funds - Local - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Beginning of the Year Staff PD and Student Welcome supply carts and activities. **Strategy's Expected Result/Impact:** Increase engagement and school connectedness. **Staff Responsible for Monitoring:** Administrators and secretary **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Culture and Climate 1 **Funding Sources:** BOY Teacher Supply Carts for Staff Morale and Student Engagement - Local - Teaching Related Materials - $7,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: House Committee Planning Meetings **Strategy's Expected Result/Impact:** The House Committee will utilize time outside of contracted time to plan student events such as K-5 House Reveal in August, weekly house meetings pep rallies, place orders for house shirts, Staff House Member recognition, House Member of the Month recognition and luncheons **Staff Responsible for Monitoring:** San Jacinto House Committee **Title I:** 2.5, 4.1, 4.2 **- 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 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Culture and Climate 1 **Funding Sources:** House Committee Member Summer Planning Stipend - Title One School-wide - Professional Development - $1,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Student daily attendance will increase from 93.3% to 95%.

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: ADA and Truancy Contracts

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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:** 95% and higher attendance **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers, Office Staff, and Social Worker **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Attendance Incentive - Local - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The top five classrooms with the highest attendance on a weekly basis will be recognized during morning announcements and given perfect attendance coupons. The top two classes with perfect attendance will be given special recognition every 9 weeks. **Strategy's Expected Result/Impact:** 95% and higher attendance **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers, Office Staff, and Social Worker **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Attendance Incentives - Local - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

827

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: Exclusionary disciplinary infractions will decrease from 9 to 5.

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: Focus Discipline Reports, Threat Assessment and Bullying Committee Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The counselor and administrators will ensure that teachers fully understand and follow their classroom behavior management plans, the campus' discipline flowchart, and the MTSS process (this is in conjunction with the Threat Assessment Team and Bullying Committee). **Strategy's Expected Result/Impact:** A decrease in undesired student behavior and more parent support. **Staff Responsible for Monitoring:** Campus Administrators, Counselor, SAS Counselor, Bullying Committee, and Threat Assessment Team **Title I:** 2.5, 4.1, 4.2 - **TEA Priorities:** 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 - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Successful implementation and monitoring of the i-Lead curriculum. **Strategy's Expected Result/Impact:** An increase in school connectedness and student engagement **Staff Responsible for Monitoring:** Administrators, Counselor, and Teachers **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** 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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Wilson & Young Middle School

2024-2025

830

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 2025, the percentage of students performing at the meets level on the Algebra I EOC will increase from 90% to 95% as measured by 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: Benchmark, SCA, STAAR, Students Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Admin/Teachers/MCL **Title I:** 2.4 **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers and MCL will utilize data (MAP, SCA, and informal assessments) 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 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3				831

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 8th grade Algebra students will receive additional tutoring and intervention through Sirius math and have access to tutoring before and after school. I-Ready assessments will provide a diagnostic path for each student based on their needs. **Strategy's Expected Result/Impact:** Increase in STAAR meets/masters percentages **Staff Responsible for Monitoring:** Admin/MCL/teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1, 3				

 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 2025, the percentage of students performing at the meets level on the 6th-grade math STAAR will increase from 42% to 50% as measured by 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/Interim Assessments, SCA, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Admin/Instructional coaches/Teachers/MCL **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide intervention daily by targeting students who need intervention in growth and/or achievement. Daily intervention will take place through embedded time in the math lab, small group, and before or after school tutoring. I Ready will be utilized to path students and create small groups. **Strategy's Expected Result/Impact:** Increase in student growth and achievement and close academic gaps. **Staff Responsible for Monitoring:** Administrators/teachers/MCL/IC **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1, 3 **Funding Sources:** Tutoring - Title One School- Improvement - $15,000				833

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers/tutors will utilize I Ready to provide individualized instruction based on student academic needs. **Strategy's Expected Result/Impact:** Increase in growth and achievement in math **Staff Responsible for Monitoring:** Admin/teachers/MCL/IC **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3				

 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 2025, the percentage of students performing at the meets level in 8th grade math will increase from 35% to 40% as measured by STAAR.

High Priority

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

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Teacher, MCL **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize data to create individualized plans for students and provide intervention during math lab, during class or before/after school. Intervention will include small group, choice activities, and I Ready. **Strategy's Expected Result/Impact:** Increase in student achievement, specifically with meets and masters percentages **Staff Responsible for Monitoring:** Administration, teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: MCL will collaborate with the 8th grade math team during PLC through DDI/Know and Show charts to plan and execute instruction in a rigorous manner. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Administrators, teachers, MCL **Title I:** 2.4, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

836

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving 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 2025, the percentage of students performing at the meets level in 8th grade RLA will increase from 43% to 50% as measured by 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,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using I-Ready 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 through small group and reteach. **Strategy's Expected Result/Impact:** Student achievement will increase, on MAP and STARR **Staff Responsible for Monitoring:** Administrators/MCL/teachers **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize I Ready and blended learning to provide individualized intervention before, during and/or after school. **Strategy's Expected Result/Impact:** Increase in student achievement and growth **Staff Responsible for Monitoring:** Administrators/MCL/teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: MCL will collaborate with the 8th grade ELAR team during PLC through DDI/know and show charts to plan and execute instruction in a rigorous manner. **Strategy's Expected Result/Impact:** Increase in student achievement, and better instruction in classrooms daily **Staff Responsible for Monitoring:** 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: By May of 2025, the percentage of 7th grade math students performing at the Meets level will increase from 36% to 50% meets as measured by the 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, MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of admin, MCL 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 **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide intervention to targeted students during their additional math lab focused on remediation during the school day. Tutoring will be available before/after school. **Strategy's Expected Result/Impact:** Increase in achievement and growth **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 1, 2, 3 **Funding Sources:** Tutoring Funds - Title One School- Improvement - $3,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide intervention utilizing I Ready/Sirius math to allow for individualized remediation and advancement. Small group instruction will also allow for individualized intervention. **Strategy's Expected Result/Impact:** Increase in achievement and growth due to rigorous resources during intervention **Staff Responsible for Monitoring:** Administrators/teachers/MCL **Title I:** 2.4 **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

840

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

Performance Objective 6: By May of 2025, the percentage of students achieving or exceeding their reading RIT goal will increase from 42% to 50% by spring of 2025.

High Priority

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

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring following MOY Map will be provided before and after school. **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 **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 3 **Funding Sources:** Tutoring Funds - Title One School- Improvement - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of small group instruction during Reading Lab and Math Lab (remediation) and individualized instruction to provide targeted interventions and remediation. **Strategy's Expected Result/Impact:** Higher percentage of students meeting growth on MAP **Staff Responsible for Monitoring:** Administrators/teachers/MCL/IC **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2, 3 - School Processes & Programs 1, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: During daily PLC time grade level teams will analyze data after BOY and MOY MAP and create groups and individualized plans to target intervention during lab period, class time, and or before or after school tutoring. **Strategy's Expected Result/Impact:** Increase in percentage of students who meet growth projection. **Staff Responsible for Monitoring:** Administrators/Instructional coaches/teachers/MCL **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3				

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 from 45% to 60% meets as measured by 2025 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, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of MCL, IC, and administration will analyze data such as SCA's, MAP, I ready diagnostics PLC's in order to prioritize rigorous instruction daily and design small group intervention. **Strategy's Expected Result/Impact:** Increase in achievement on STAAR **Staff Responsible for Monitoring:** Teachers/Administrators/MCL **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide targeted intervention through blended learning and small group to students during RLA Reading Lab block. **Strategy's Expected Result/Impact:** Increase in student achievement and growth **Staff Responsible for Monitoring:** Teachers/Administrators **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize I Ready to create individualized paths for students, and design scripted lessons for small groups to provide individualized remediation and instruction. **Strategy's Expected Result/Impact:** Increase in the rigor of student intervention by personalizing learning through diagnostic assessments. **Staff Responsible for Monitoring:** Administrators/Teachers **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 1, 2, 3				

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: By May of 2025, the percentage of students performing at the meets level in science will increase from 31% to 41% Science meets scores as measured by 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%, 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, benchmark, SCA, MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of admin, and IC, will analyze data and implement the DDI process 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 **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Science teachers, with the help of the IC, will analyze SCA and MAP data in order to create small group instruction based on student need and provide intervention accordingly within the class period, before or after school tutoring. **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 **Problem Statements:** School Processes & Programs 1, 2, 3 **Funding Sources:** 3,000 - Title One School- Improvement				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Saturday day school study session during the Spring to target specific students in need of intervention. **Strategy's Expected Result/Impact:** close academic gaps and increase student performance on the Science STAAR **Staff Responsible for Monitoring:** Teachers, IC, and Administration **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3 **Funding Sources:** Tutoring - Title One Instructional Continuity - $1,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 9: By May of 2025, the percentage of students performing at the approaches level in 8th grade Social Studies will increase from 25% to 45% as measured by STAAR.

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, STAAR interim

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of admin, department head, and IC, will analyze SCA data in PLC's in order to identify areas of re-teach and focus areas to guide 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 **Problem Statements:** Student Learning 5 - School Processes & Programs 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Social studies teachers, with the help of the IC and department head will analyze SCAs, Unit Overviews, Frequently tested TEKS to enhance blended learning activities within the classroom . **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Department head/IC/teachers/administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Through support of Region 18, curriculum, IC, and Department head, implement PLC process, observations within classrooms, and coaching sessions to improve curriculum and teacher content knowledge. **Strategy's Expected Result/Impact:** close academic gaps and increase student performance on the Social Studies STAAR **Staff Responsible for Monitoring:** Administration, Department Chair, and IC **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Learning 5 - School Processes & Programs 1, 3 **Funding Sources:** Funding for Contracted Services with Region 18 - Title One School-wide - $40,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 10: By May of 2025, the percentage of students achieving or exceeding their math RIT goal will increase from 49% to 58%.

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

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide intervention (small group and individualized) 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 percentage of students meeting or exceeding their RIT goal. **Staff Responsible for Monitoring:** Administration, grade level MCLs, and IC **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of small group instruction during Math Lab (remediation) and individualized instruction to provide targeted interventions and remediation based on data. **Strategy's Expected Result/Impact:** Increase in percentage of students meeting or exceeding their RIT goal. **Staff Responsible for Monitoring:** Administration, grade level MCLs, and IC **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will utilize data tracking document to goal set and track progress towards RIT score. Students and teacher will analyze areas needed for remediation. **Strategy's Expected Result/Impact:** Increase in the percentage of students meeting or exceeding their RIT goal. **Staff Responsible for Monitoring:** Administration, MCL, and IC **ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2, 3				

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: School connectedness panorama data will increase from 31% to 40%.

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: Use fall Panorama survey data to target areas of intervention through our counseling team such as relationships, conflict resolution, and self worth.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Student connectedness will increase to 40%. **Staff Responsible for Monitoring:** Administrations, teachers, counselors, support staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3				

Strategy 2 Details	Reviews			
Strategy 2: Partnership between fine arts, athletics, and other organizations to ensure student involvement increases leading to school connectedness.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improve school culture **Staff Responsible for Monitoring:** Administrators **Title I:** 2.5 **Problem Statements:** Demographics 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Each 6 weeks the counseling team will present to students through PE and athletics on topics such as bullying, character education, suicide prevention, substance abuse, and healthy relationships. **Strategy's Expected Result/Impact:** Increase in student knowledge regarding bullying, healthy relationships, substance abuse, suicide prevention and create an increase in school connectedness. **Staff Responsible for Monitoring:** Administration, SAS, and Academic Counselors **Problem Statements:** Demographics 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Annual student attendance will increase from 90.8 in 2023- to 93% in 2024-2025.

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
Monthly attendance review with campus attendance committee

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance taken daily, timely, and consistently. Attendance clerk making daily notifications for teachers to take attendance. **Strategy's Expected Result/Impact:** Increase in student attendance to 93% for the year. **Staff Responsible for Monitoring:** Administration/clerk/teachers **Title I:** 2.5 **Problem Statements:** Demographics 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administration, office staff and counselors will complete parent contacts and attendance truancy contracts in order to improve daily attendance. **Strategy's Expected Result/Impact:** Increase attendance rate to 93% **Staff Responsible for Monitoring:** Administration, Attendance clerk, Teacher, Counselors **Title I:** 2.5 **Problem Statements:** Demographics 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide incentives for students with perfect attendance over a six week period. **Strategy's Expected Result/Impact:** Increase student attendance to 94.5% **Staff Responsible for Monitoring:** Administration, Attendance clerk, Teacher **Title I:** 2.5 **Problem Statements:** Demographics 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

855

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social and emotional lessons such as I Lead will be implemented during 2nd period 2 times per week for 30 minutes. **Strategy's Expected Result/Impact:** Student emotional well-being will improve and increase in relationships between students within their I Lead groups. **Staff Responsible for Monitoring:** Administration/teachers/counselors **Title I:** 2.5 **Problem Statements:** Demographics 3 - School Processes & Programs 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on the SEL curriculum of I Lead prior to the start of school to ensure familiarity to allow an increase of support for students with implementation and with their social-emotional health. **Strategy's Expected Result/Impact:** Students' emotional needs will be better met through I Lead implementation and teacher guidance. **Staff Responsible for Monitoring:** Administrators/counselors/teachers **Title I:** 2.5 **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Our SAS counselor will be pulling individual students and small groups for check-ins and counseling in order to better support student mental health. **Strategy's Expected Result/Impact:** Higher levels of support for student mental health **Staff Responsible for Monitoring:** Administrators/Counselor **Title I:** 2.5 **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Through support from Communities and Schools students who are in need of on campus mental health counseling, with parent permission, will be provided a licensed mental health professional on a bi-weekly or monthly basis based on need. **Strategy's Expected Result/Impact:** Provide an additional support for students struggling with mental health needs **Staff Responsible for Monitoring:** Administration, counselors, SAS, CIS coordinator **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

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: Wilson and Young Middle School will increase college and career readiness by creating opportunities for students to develop instructional routines and skills that support secondary academic success which leads to post-secondary and career readiness.

High Priority

Indicators of Success:
Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%

Evaluation Data Sources: AVID evidence, exit ticket data, student success and achievement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson and Young AVID site team will meet monthly and will communicate AVID goals to teams and teachers, and will collect AVID evidence from all content area classrooms to maintain or improve current sustaining status. **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 **Problem Statements:** School Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young students will utilize planners, note-taking strategies, high levels of questioning, and college research projects in order to prepare them for both high school and post-high school education. **Strategy's Expected Result/Impact:** Students will be better prepared for high school and college level classes. **Staff Responsible for Monitoring:** Teachers, AVID site team, Administrators **Title I:** 2.5 **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Wilson and Young will offer a 6th grade College and Career Exploration course to introduce students to various careers and colleges. **Strategy's Expected Result/Impact:** Increase student interest in various colleges and careers and provide a feeder for our AVID 7 and 8 program. **Staff Responsible for Monitoring:** Administration and AVID coordinator **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

 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 from 60.8 to 65% for the 2-24-2025 school year.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson & Young will provide support through Opportunity Culture to all RLA and Math teachers using the Get Better Faster protocols such as SEE it Name It Do It. **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 **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will implement Fundamental 5 program on our campus this year to all teachers. **Strategy's Expected Result/Impact:** There will be an improvement in teaching and learning throughout the campus. **Staff Responsible for Monitoring:** Administrators/Instructional coaches **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 1, 5 - School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All first year teachers will receive a teacher mentor to assist with support for the 2024-2025 school year. **Strategy's Expected Result/Impact:** Increase support and connectedness for new teachers. **Staff Responsible for Monitoring:** Administration, Mentors **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

 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: Disciplinary referrals will decrease by 10% from 1281 to 1151 for the 2024- 2025 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: Number of referrals worked, PEIMS reported offenses

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Classroom management training for all teachers with differentiation for new teachers and teachers with 2 or more years of experience. **Strategy's Expected Result/Impact:** Increase teacher efficacy of classroom management leading to an increase in student engagement and Tier I instruction. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each six weeks counseling team will provide training to all students on various topics such as bullying, character education, substance abuse, suicide prevention, and healthy relationships. **Strategy's Expected Result/Impact:** Increase in student knowledge about mental health topics and provide supports for students that are struggling with coping and decision making. **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Monitoring of discipline data and reviews for intervention through campus discipline/safety committee. **Strategy's Expected Result/Impact:** Identifying areas of discipline that need intervention and build campus knowledge of discipline issues through committee participation **Staff Responsible for Monitoring:** Administration and Discipline Committee **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

No Progress


Accomplished

Continue/Modify

Discontinue

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Ector County Independent School District

Zavala Elementary

2024-2025

863

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 2025, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 38% to 42%.

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: MAP-BOY, MOY and EOY
Monthly Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The leadership team and MCL will implement the Data-Driven Instruction process, implement the Observation/Feedback coaching model, develop TEKS Knowledge Know and Show charts, and ensure the mastery of learning objectives by analyzing student work during PLCs. **Strategy's Expected Result/Impact:** Alignment to District Framework Rigor in lessons **Staff Responsible for Monitoring:** Administrators MCL 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at-risk populations by utilizing 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 Math Framework. 3rd-5th grade teachers will provide afterschool tutoring and will use STAAR resources for tutoring. **Strategy's Expected Result/Impact:** MAP goals met Student progress and growth in math **Staff Responsible for Monitoring:** Adminstrators MCL 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				

 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 2025, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 32% to 40%.

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: MAP-BOY, MOY, and EOY
IReady Reports
Monthly Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The leadership team and MCL will implement the Data-Driven Instruction process, implement the Observation/Feedback coaching model, develop TEKS Knowledge Know and Show charts, and ensure the mastery of learning objectives by analyzing student work during PLCs. **Strategy's Expected Result/Impact:** Rigor in lessons Understanding of TEKS **Staff Responsible for Monitoring:** Administrators MCL Teachers Dyslexia teacher Reading 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				866

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at-risk populations by utilizing FEV tutoring twice a week for 40 minutes each session, LLI (Leveled Literacy intervention) three times a week for 20-25 minutes per group; IReady Reading for 60 minutes three times a week, and adhere to the ECISD Reading Framework. 3rd-5th grade teachers will provide afterschool tutoring and will use STAAR resources for tutoring. **Strategy's Expected Result/Impact:** Growth on iReady Reading and MAP Reading **Staff Responsible for Monitoring:** Administrators MCL 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 **Problem Statements:** Student Achievement 1				

 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 2025, 35% of 5th grade students will perform at the Meets level in the 5th Science 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 Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The leadership team and MCL will implement the Data-Driven Instruction process, implement the Observation/Feedback coaching model, develop TEKS Knowledge Know and Show charts, and ensure the mastery of learning objectives by analyzing student work during PLCs. **Strategy's Expected Result/Impact:** Increased student performance High quality instruction **Staff Responsible for Monitoring:** Administrators MCL Teachers **Title I:** 2.4, 2.5, 2.6 **- 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 5th grade teachers and students will utilize the Lead4Ward field guides, TEKS Snapshot, Schoology Unit folders, and Legend of Learning weekly, and adhere to the ECISD Science Framework. 3rd-5th grade teachers will provide afterschool tutoring and will use STAAR resources for tutoring. **Strategy's Expected Result/Impact:** Student Progress in Science MAP growth **Staff Responsible for Monitoring:** Administrators MCL Teachers **Title I:** 2.4, 2.5, 2.6 **- 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				

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 achieving or exceeding their reading RIT goal will increase from 32% 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%, 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 BOY, MOY, and EOY
iReady Diagnostic Reports
Spanish Istation reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The leadership team and MCL will implement the Data-Driven Instruction process, implement the Observation/Feedback coaching model, develop TEKS Knowledge Know and Show charts, and ensure the mastery of learning objectives by analyzing student work during PLCs. **Strategy's Expected Result/Impact:** Data Driven Instruction implemented with fidelity in PLCs. Increased Reading RIT goal for K-2 students **Staff Responsible for Monitoring:** Administrators MCL Teachers Dyslexia teacher Reading 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				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-2 classroom teachers will target at-risk populations and utilize LLI (Leveled Literacy intervention) four times a week for 20-25 minutes per group; IReady Reading/Istation Reading for 60 minutes three times a week, and adhere to the ECISD Reading Framework. **Strategy's Expected Result/Impact:** Monitor monthly iReady/Istation tests to ensure student growth Monitor MAP (BOY to MOY) to ensure students are moving towards RIT growth goal **Staff Responsible for Monitoring:** Administrators MCL 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 **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: 70% of K-2 students will show growth on the 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%, 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
iReady Diagnostic Reports
Spanish Istation reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The leadership team and MCL will implement the Data-Driven Instruction process, implement the Observation/Feedback coaching model, develop TEKS Knowledge Know and Show charts, and ensure the mastery of learning objectives by analyzing student work during PLCs. **Strategy's Expected Result/Impact:** Data Driven Instruction implemented with fidelity in PLCs. Increased Reading RIT goal for K-2 students **Staff Responsible for Monitoring:** Administrators MCL 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 **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data folders and a data tracker to ensure students track MAP Reading growth, monthly iReady progress, monthly Istation progress, and RLA SCAs. **Strategy's Expected Result/Impact:** Monitor monthly iReady/Istation tests to ensure student growth Monitor MAP (BOY to MOY) to ensure students are moving towards RIT growth goal **Staff Responsible for Monitoring:** Administrators MCL 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				

 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 3rd grade students performing at the MEETS level on their Reading STAAR Assessment will increase from 22% 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%, 3rd Grade 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 BOY, MOY, and EOY
iReady Diagnostic Reports
Spanish Istation reports
SCAs
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The leadership team and MCL will implement the Data-Driven Instruction process, implement the Observation/Feedback coaching model, develop TEKS Knowledge Know and Show charts, and ensure the mastery of learning objectives by analyzing student work during PLCs. **Strategy's Expected Result/Impact:** Data Driven Instruction implemented with fidelity in PLCs. Increased Meets level on MAP EOY for K-3 students **Staff Responsible for Monitoring:** Administrators MCL Teachers Dyslexia teacher Reading 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				874

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 3rd grade classroom teachers will target at-risk populations and utilize LLI (Leveled Literacy Intervention) four times a week for 20-25 minutes per group; IReady Reading/Istation Reading for 60 minutes three times a week, provide after-school tutoring and FEV tutoring, and adhere to the ECISD Reading Framework. **Strategy's Expected Result/Impact:** Monitor monthly iReady/Istation tests to ensure student growth Monitor MAP (BOY to MOY) to ensure students are moving towards RIT growth goal **Staff Responsible for Monitoring:** Administrators MCL 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 **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** After school Tutoring - Title One School-wide				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: School Connectedness Panorama data will increase from 73% to 76%.

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead 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:** Build Positive relationships Reduce Discipline Referrals Increase school climate and morale **Staff Responsible for Monitoring:** Administrators Teachers Counselor SAS Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character ED lessons will be provided to students 45 minutes monthly by the counselor. **Strategy's Expected Result/Impact:** Positive relationships Problem-Solving Skills Self-Regulation **Staff Responsible for Monitoring:** Administrators 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 2: Student daily attendance will increase from 91.6% to 95%.

High Priority

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 Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: A Parent Liaison will be hired to contact parents and provide parent training workshops for parents of students with low attendance. Zavala staff (teachers, administrators, counselors, and office staff) will contact parents and document in Eduphoria on a contact form. **Strategy's Expected Result/Impact:** Improved attendance Increased monthly attendance rate **Staff Responsible for Monitoring:** Administrators Parent Liaison Teachers Counselor **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1 **Funding Sources:** Parent Liaison - Title One School-wide - $30,000				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala Elementary will provide incentives for perfect attendance goals met monthly and every nine weeks. **Strategy's Expected Result/Impact:** EOY attendance goal of 95%. **Staff Responsible for Monitoring:** Administrators Parent Liaison Teachers Counselor **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Site Team binder checks
Planner checks
Note-taking in journals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in 3rd, 4th, and 5th will utilize binders to assist them with their organizational skills. **Strategy's Expected Result/Impact:** Organization skills Two-way communication **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The AVID Site Team will share an AVID strategy with all K-5 teachers every 9 weeks and monitor implementation. **Strategy's Expected Result/Impact:** Organization Rigor **Staff Responsible for Monitoring:** AVID Site Team Teachers Administrators **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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