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 13, 2022, beginning at 6:00 PM.

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

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Opening Remarks by Superintendent
4. Public Comment
5. Report/Discussion Items
    - A. Presentation and Discussion of 2022 CCMR Results 2
    - B. Discussion of the 2022-2023 ECISD Campus Improvement Plans 3
    - C. Presentation of Bilingual/ESL Program 859
6. Board Policy
    - A. Discussion of Revisions to Local Board Policies for the District of Innovation Renewal Plan 884
7. Action Items
    - A. Discussion of and Request for Approval to Submit a Grant to the Office of the Governor for Bullet Resistant Shields for ECISD Frontline Officers 895
8. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]
Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]
9. Closing Remarks by Superintendent
10. Adjournment

PRESENTATION AND DISCUSSION OF 2022 CCMR RESULTS

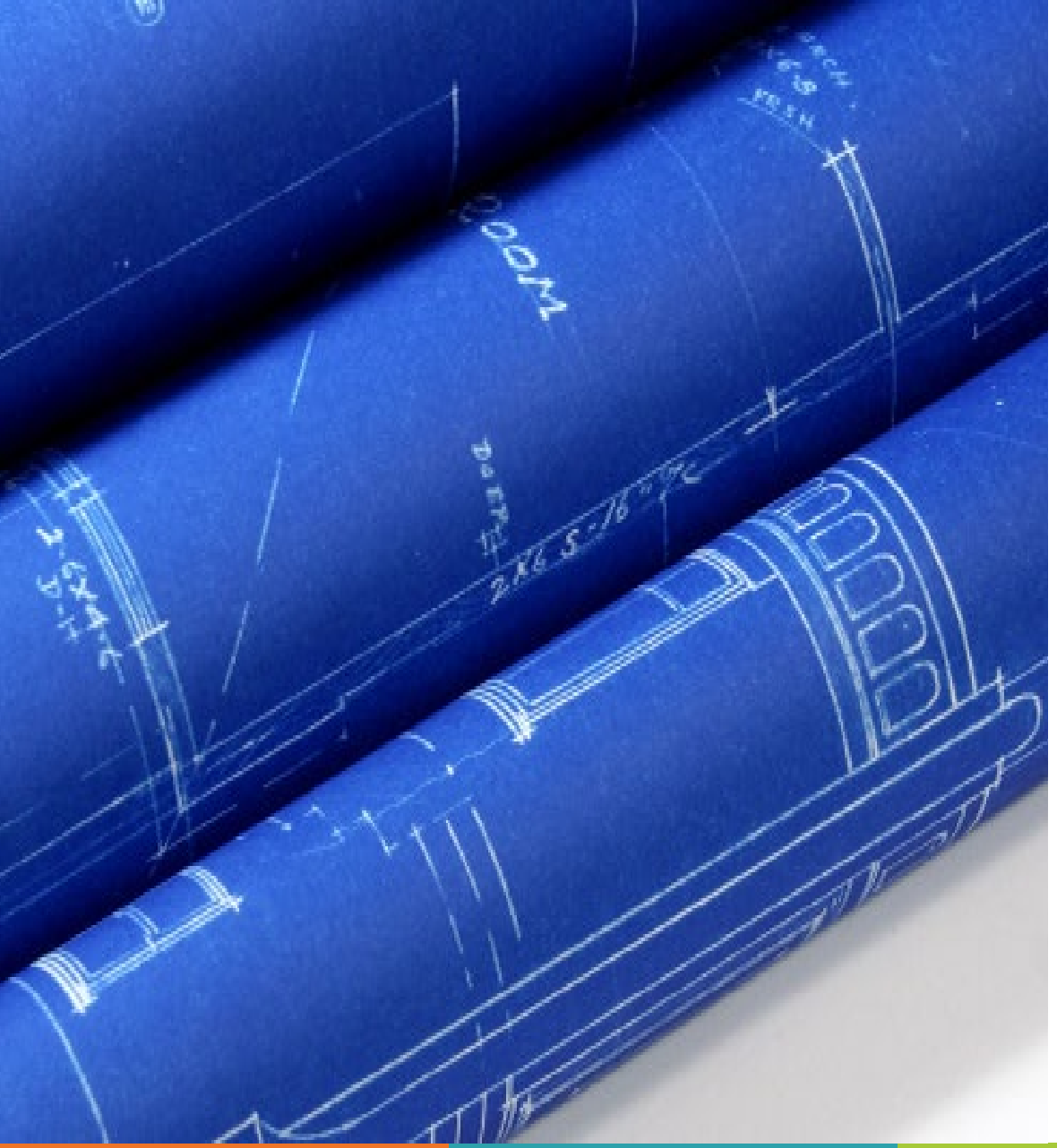
This presentation will provide an update on Board Goal #3: The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

DISCUSSION OF THE 2022-2023 ECISD CAMPUS IMPROVEMENT PLANS

Presentation and discussion of the 2022-2023 Campus Improvement Plans (CIP) led by Dr. Keeley Boyer and Ms. Erin Bueno. The process for CIP development will be shared and principals will share goals and strategies within their schools' CIPs. Each campus, regardless of rating, is required to build a Campus Improvement Plan annually. This plan serves as the blueprint for how each school will uniquely address the campus-specific needs identified in their Comprehensive Needs Assessment (CNA).

ECISD Campus Improvement Plans

2022-2023
September 13, 2022



What is a Campus Improvement Plan?

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Campus Improvement Planning Process

Vision

Strategic Plan

District Improvement Plan

Campus Improvement Plan

Campus Improvement Plans

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

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

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Campus Improvement Plans

Problem Statement: Lack of quality Tier 1 instruction resulted in poor student performance of all sub populations in all core areas. 8

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

Campus Improvement Plans

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

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

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

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Campus Improvement Plans

Foundational Excellence	We will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.
Invest in Talent	Recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.
Learning Journey	Establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream.

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Campus Improvement Plans

Campus Example

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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 on grade level in grades K-2 will increase 10% from the BOY MAP to EOY MAP assessment.

Campus Improvement Plans

Strategy 1: Milam will follow district curriculum and literacy blocks to ensure student success.

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Strategy 2: Multi-classroom leaders (MCL's) will facilitate Professional Learning Communities (PLC's) utilizing the backward planning process.

Strategy 3: Multi-classroom leaders will facilitate PLC's utilizing the Data Driven Process.

Campus Improvement Plans

Gerardo Ramirez
New Tech Odessa HS

Beatrice Martinez
Cavazos Elementary

Amy Russell
Bowie Middle School

Noe Ortiz
Ireland Elementary

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George H.W. Bush New Tech Odessa

Board Goal 3	The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by 2024.
Performance Objective 1	Through foundational excellence, talent development and the learning journey, the percentage of NTO graduates considered College, Career or Military Ready will increase from 86% to 90% by May 2024.[14]
Strategies	100% of NTO Seniors will be enrolled in a Project Based Research Design course to strengthen college and career readiness efforts: completing FAFSA, creating an individualized college/university/military plan, exploring career pathways through an internship experience, completing a community capstone project, conducting college visits, implementation of the Naviance platform, and preparing students for successful achievement on the Texas Success Initiative (TSI) exam.

Cavazos Elementary

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	Cavazos Elementary will increase the percentage of students exceeding the meets standards on state assessments from 43% to 53% by May 2023 across all content areas. 15
Strategies	All students at Cavazos will: 1) Have individual student data folder to track and monitor their English Language Arts/Spanish Language Arts, Math, & Science progress on all short cycle assessments, MAP, Istation, and Imagine Math lessons. 2) Teachers will hold monthly and quarterly one-on-one data conferences with all students to ensure they are setting individualized reading, math, and science goals. 3) Strategic school-wide campaign to ensure that all students know their individual reading level and reading goal. 4) All classrooms engage in meaningful data tracking through authentic data wall showcase.

Bowie Middle School

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	Students in grade 6 through 8 (reading and math) will close learning gaps by showing a 20% increase in meets standard. We will reach 50% Meets in Reading and 41% Meets in Math. (2022 STAAR showed Bowie Meets 30% Reading and Meets 21% Math) 16
Strategies	Multi Classroom Leaders (MCLs) will work with teachers daily in their Professional Learning Communities (PLCs) to ensure quality planning is occurring. Year at a Glance (YAG) and pacing, backward planning, and data informed instruction is valued and ongoing.

Ireland Elementary

Board Goal 2	The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.
Performance Objective	At Ireland Elementary, the percentage of 3rd grade students reading at or above grade level will increase from 39% to 49% by May 2024.
Strategies	• Campus instructional leaders will review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. • Student progress toward measurable goals will be made visible in every classroom and throughout the school to foster student ownership and goal setting.

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Next Steps

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

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Feedback and Questions

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Ector County Independent School District

DAEP

2022-2023 Campus Improvement Plan

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Board Goals

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

Performance Objective 1: AEC student attendance will increase from 82% in 2021-22 to 87% in 2022-23.

High Priority

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

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

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

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide students attendance awards according to placement days. **Strategy's Expected Result/Impact:** Increased Attendance Rate **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, Attendance Clerks, and Parents **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				22

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: AEC's percentage of students who will meet or exceed the STAAR progress measure will go from 32% to 40% by May 2023.

High Priority

HB3 Board Goal

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Tightly implement K-12 instructional frameworks and use district-approved resources for ELAR, Math, Science, and Social Studies. **Strategy's Expected Result/Impact:** Improvement in Tier I instruction **Staff Responsible for Monitoring:** Campus Administrators and District Curriculum Coordinators **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				23

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

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

 No Progress Accomplished Continue/Modify Discontinue

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

High Priority

HB3 Board Goal

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

Evaluation Data Sources: May Reading and Math STAAR

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

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level. LLI small reading groups 4 times a week for K-8th grade students performing below grade level. **Strategy's Expected Result/Impact:** Increase MAP and STAAR growth **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				26

 No Progress Accomplished Continue/Modify Discontinue

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

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

High Priority

HB3 Board Goal

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

Evaluation Data Sources: May Reading and Math STAAR

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

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level. LLI small reading groups 4 times a week for K-8th grade students performing below grade level. **Strategy's Expected Result/Impact:** Increase MAP and STAAR growth **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				28

 No Progress Accomplished Continue/Modify Discontinue

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

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

High Priority

HB3 Board Goal

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

Evaluation Data Sources: EOC STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Tightly implement K-12 instructional frameworks and use district-approved resources for ELAR, Math, Science, and Social Studies. **Strategy's Expected Result/Impact:** Improvement in Tier I instruction **Staff Responsible for Monitoring:** Campus Administrators and District Curriculum Coordinators **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				29

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

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

No Progress Accomplished Continue/Modify Discontinue

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

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

High Priority

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process to identify students who have significant learning gaps and develop student intervention plans. **Strategy's Expected Result/Impact:** Close academic gaps and increase the passing rate of student assessments **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and District Curriculum Coordinators, **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				31

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

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

No Progress Accomplished Continue/Modify Discontinue

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

High Priority

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

Evaluation Data Sources: NWEA MAP Beginning of Year, Middle of Year, and End of Year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process to disaggregate MAP data. Monitor Imagine Math and Istation student sessions to ensure students are mastering the specialized learning paths. **Strategy's Expected Result/Impact:** Increase in reading and math MAP **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				33

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

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

 No Progress Accomplished Continue/Modify Discontinue

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

High Priority

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

Evaluation Data Sources: District Discipline Reports and Campus Referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize campus back to school and early release days to provide professional development to all staff members to identify child abuse, awareness of trauma, the effects of adverse childhood experiences, and strategies to support students and families to address the negative behavior. **Strategy's Expected Result/Impact:** Increased ability for staff members to recognize and report abuse Unite staff to develop and implement campus processes that address adverse childhood experiences **Staff Responsible for Monitoring:** Campus-wide monitoring **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				35

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

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

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development, and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 50% or more of AEC Kindergarten- 2nd-grade students will read at or above grade level by May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

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

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

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for the intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and LLI journal writing **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and LLI Interventionist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				38

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

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development, and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 50% or more of AEC 3rd-grade students will perform at the Meets level on STAAR 2023.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the Science of Teaching Reading Academy framework and research-based strategies to develop literacy communities that enhance learning in all content areas. **Strategy's Expected Result/Impact:** Improvement in Tier I instruction **Staff Responsible for Monitoring:** Campus Administrators, District Reading Coordinators, and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				39

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

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Three hours a week of reading and math FEV Tutoring for 3rd-grade students performing below grade level. **Strategy's Expected Result/Impact:** Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, Imagine Math Session Mastery, and EOY STAAR **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				40

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

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: The number of AEC students that will meet at least one CCMR accountability indicator by May 2023 will increase by 5 students.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Tracking Documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Administrators and Counselors will pull and disaggregate data to identify students who have not met CCMR accountability. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability. Students will be prepared for post-secondary education. **Staff Responsible for Monitoring:** Campus Administrators and Counselors **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				41

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

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Provide opportunities for Edgenuity credit recovery sessions during Saturday and after school hours. **Strategy's Expected Result/Impact:** Increase in student credits necessary for advancement. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Parents **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** DAEP Counselor, Personalized learning materials, technology - Title One Homeless - $35,000, DAEP Counselor, Personalized learning materials, technology - Title One School- Improvement - $50,000, CIS, Supplemental learning materials and technology - State Comp Ed - $200,000				42

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

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

 No Progress Accomplished Continue/Modify Discontinue

43

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

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

High Priority

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

Evaluation Data Sources: Tracking Documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide opportunities for Edgenuity credit recovery sessions during Saturday and after school hours. **Strategy's Expected Result/Impact:** Increase in student credits necessary for graduation **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Parents **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** DAEP Counselor, Personalized learning materials, technology - Title One Homeless - $35,000, DAEP Counselor, Personalized learning materials, technology - Title One School- Improvement - $50,000, CIS, Supplemental learning materials and technology - State Comp Ed - $200,000				44

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

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

 No Progress Accomplished Continue/Modify Discontinue

45

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

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

High Priority

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

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of SEL curriculum using the 7 Mindsets school-wide. **Strategy's Expected Result/Impact:** Improved student emotional and academic education. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and Counselors **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				46

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

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

No Progress | Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Gale Pond Alamo Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

48

Board Goals

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

Performance Objective 1: In math, the percentage of 4th grade students who meet or exceed their MAP growth projection will be 80%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: NWEA MAP (BOY, MOY, EOY) District Benchmarks, State Assessments, Circle Assessment

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

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers in grades K-5th will routinely and effectively use Lonestar Math as a introduction and spiral review for all students. **Strategy's Expected Result/Impact:** With consistent exposure to readiness TEKS, students will exhibit higher levels of success on all assessments. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				50

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: In reading, the percentage of 3rd grade students who meet or exceed their MAP growth projection will be 75%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP, District Benchmarks, SCAs, Istation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will Istation test at the beginning of each month with an on grade level goal of 80% each month. **Strategy's Expected Result/Impact:** Through effective and consistent use of Istation, foundational reading skills will improve. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				51

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

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

 No Progress Accomplished Continue/Modify Discontinue

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

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

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Istation, MAP, District Benchmarks, SCAs, Interim Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, 4th grade team **Title I:** 2.4, 2.5, 2.6				53

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Our SAS counselor will work closely with our Economically Disadvantaged students to ensure that their social / emotional needs are being addressed and met. The counselor will provide counseling and support as needed. **Strategy's Expected Result/Impact:** Through coordinate efforts, we will ensure students needs are met in all areas. **Staff Responsible for Monitoring:** Admin, SAS Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

54

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

Performance Objective 4: By the end of the year, the percentage of our Special Education students who score meets or higher on their STAAR test will be 40%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, MAP, District Benchmarks, SCAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, 4th grade team **Title I:** 2.4, 2.5, 2.6				55

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

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Our Special Education teacher will work closely with our grade level teachers to plan meaningful resource instruction that aligns with classroom instruction. **Strategy's Expected Result/Impact:** The Special Education teacher will be able to help address academic gaps in our Special Ed population while mirroring the classroom instruction. **Staff Responsible for Monitoring:** Admin, Teachers, Special Education Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				56

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: By the end of the year, the percentage of students in kinder that meet or exceed their growth will be 80%.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6				57

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

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: By the end of the year, the percentage of students in first grade that meet or exceed their growth will be 90%.

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6				58

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

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: By the end of the year, the percentage of students in second grade that meet or exceed their growth will be 90%.

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6				59

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

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

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

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6				60

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

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

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

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR, MAP, District Benchmarks, Interim Assessments, SCAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6				61

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

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

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By the end of the year, our School Connectedness indicator, as assessed by the student survey in Panorama, will be at 85%.

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

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will implement 7 Mindsets SEL curriculum with fidelity. **Strategy's Expected Result/Impact:** Students will have a better understanding of connectedness. **Staff Responsible for Monitoring:** Admin, Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				63

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

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

 No Progress Accomplished Continue/Modify Discontinue

64

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

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

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

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will work to facilitate more opportunities for teachers to collaborate and team build through 1/2 day PDs. **Strategy's Expected Result/Impact:** Teachers will deepen their sense of community. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				65

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

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

Evaluation Data Sources: PLCS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Our instructional coach will provide training to teachers during PLCs over Depth of Knowledge. **Strategy's Expected Result/Impact:** Teachers, especially new teachers will gain a deeper understanding about the types of questions they ask. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				66

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

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Austin Montessori Elementary

2022-2023 Campus Improvement Plan

67

Board Goals

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

Performance Objective 1: The school-wide percentage of students meeting or exceeding their end of year RIT MAP Reading score will increase from 46%-56%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: MAP Assessment

68

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

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

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The Istation program will be used with fidelity for the required number of minutes weekly as established by the curriculum department. **Strategy's Expected Result/Impact:** 56% of students will meet their EOY RIT MAP projection target. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				69

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: The school-wide percentage of students meeting or exceeding their end of year RIT MAP Math score will increase from 54%-60%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: MAP Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				70

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

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The Imagine Math program will be used with fidelity for the required number of minutes weekly as established by the curriculum department. **Strategy's Expected Result/Impact:** 56% of students will meet their EOY RIT MAP projection target. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				71

 No Progress Accomplished Continue/Modify Discontinue

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

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

High Priority

HB3 Board Goal

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				72

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

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

 No Progress Accomplished Continue/Modify Discontinue

73

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

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

High Priority

HB3 Board Goal

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

Evaluation Data Sources: STAAR Assessment

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

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

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

 No Progress Accomplished Continue/Modify Discontinue

75

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of kindergarten students meeting the growth standard on Reading MAP will increase from 87%-90%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP Assessment

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

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

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

 No Progress Accomplished Continue/Modify Discontinue

77

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of first grade students meeting the growth standard on Reading MAP will increase from 13%-56%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: MAP Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: First grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and meet their end of year projected RIT score. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				78

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

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

 No Progress Accomplished Continue/Modify Discontinue

79

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of second grade students meeting the growth standard on Reading MAP will increase from 16%-56%

High Priority

HB3 Board Goal

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

Evaluation Data Sources: MAP Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Second grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and meet their end of year projected RIT score. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				80

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

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

 No Progress Accomplished Continue/Modify Discontinue

81

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

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

High Priority

HB3 Board Goal

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

Evaluation Data Sources: MAP Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Third grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and meet their end of year projected RIT score. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				82

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

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

 No Progress Accomplished Continue/Modify Discontinue

83

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

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

High Priority

HB3 Board Goal

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Third grade students will track assessment STAAR benchmark and short cycle assessment progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will meet their expected STAAR target score. **Staff Responsible for Monitoring:** Principal, AP **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				84

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

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

 No Progress Accomplished Continue/Modify Discontinue

85

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

Performance Objective 1: Panorama data in the area of School Connectedness will increase from 73%-80% in grades 3-5 and 67%-75% in grade 6.

High Priority

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

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori teachers will deliver weekly 7 mindsets lessons to students. **Strategy's Expected Result/Impact:** Delivery of 7 Mindsets lessons will ensure that students feel heard and understood and promote a sense of belonging at school. **Staff Responsible for Monitoring:** Principal, AP **ESF Levers:** Lever 3: Positive School Culture				86

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

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

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

High Priority

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

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori teachers will deliver weekly 7 mindsets lessons to students. **Strategy's Expected Result/Impact:** Delivery of 7 Mindsets lessons will ensure that students feel heard and understood and promote a sense of belonging at school. **Staff Responsible for Monitoring:** Principal, AP, Counselor **ESF Levers:** Lever 3: Positive School Culture				87

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

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

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

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

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Relay Coaching and Feedback Model will be used to provide feedback to teachers and staff. **Strategy's Expected Result/Impact:** Teachers and principals are the primary influencers of student outcomes. With an increase in teacher capacity, a minimum of 56% of students will meet or exceed their EOY growth projection as measured by NWEA MAP Assessment. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				88

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers in grades 4-6 will attend AVID Basic Training or Advanced Training based on their need. **Strategy's Expected Result/Impact:** Improve AVID knowledge and understanding. Improve AVID implementation. **Staff Responsible for Monitoring:** Assistant Principal Counselor **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				89

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

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

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

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

High Priority

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

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will contact parents at two absences and document in eduphoria. **Strategy's Expected Result/Impact:** Increased parent contact with parents will lead to fewer absences for reasons other than illness. **Staff Responsible for Monitoring:** Attendance Clerk, Principal, AP, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				90

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

No Progress | Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Blackshear Elementary

2022-2023 Campus Improvement Plan

91

Board Goals

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

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

High Priority

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

Evaluation Data Sources: NWEA BOY, MOY, EOY, IXL utilized to grow students in areas indicated by MAP math.

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

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Title 1 resources will be used to provide Academic Nights (MATH) where teachers train parents in the importance of the Math TEKS and how to help their child at home. Parent Data meetings will also be held twice a year. **Strategy's Expected Result/Impact:** Parent Knowledge in Math Parent Knowledge and Awareness of Student's Progress **Staff Responsible for Monitoring:** Leadership MCLS Teachers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Title One Parent Training - Title One School-wide - $2,400				93

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

 No Progress Accomplished Continue/Modify Discontinue

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

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

High Priority

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

Evaluation Data Sources: NWEA BOY , MOY, EOY, IXL will be utilized to meet student's needs as indicated by MAP reading.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: LLI intervention 4x a week for students not performing at grade level. Mrs. Carroll, reading coach, will pull 1st and 4th graders for LLI intervention. Mrs. Brooks, day tutor, will pull 3rd graders for LLI intervention. 3rd - 5th graders will receive FEV tutoring for reading 4 hours a month. **Strategy's Expected Result/Impact:** Increased MAP Growth Score Students will meet their MAP growth score. **Staff Responsible for Monitoring:** Mrs. Carroll Teachers Mrs. Brooks MCLs **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** LLI Kits, IXL - Title One School-wide - $25,000				95

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Family Reading Nights, as well as two Data conferences, will be held with parents to review ELAR TEKS and STAAR test, as well as student's strengths, needs and progress. **Strategy's Expected Result/Impact:** MAP growth 3-5th STAAR growth **Staff Responsible for Monitoring:** MCLs Leadership Teachers **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				96

 No Progress Accomplished Continue/Modify Discontinue

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

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

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR DATA at EOY
Monitor MAP and Istation Math, SCA, CBA

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

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

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

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 4: By May 2023, 55% of students, 3rd-5th, will reach STAAR Meets/Masters in Reading.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR data, SCA, CBA, ISTATION and MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process in PLCs to ensure understanding of TEKS and quality student work that must be evident in student work. Create Know Shows and Exemplars to ensure quality lesson planning and instructional delivery. **Strategy's Expected Result/Impact:** Effective instructional planning and delivery **Staff Responsible for Monitoring:** MCLS Teachers Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				99

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

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

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 5: BME's attendance will increase from 91% to 92% in 2023.

High Priority

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

Evaluation Data Sources: Daily Attendance on School Status
EOY ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Principals will utilize School Status weekly to monitor attendance percentage. Communication will be sent through School Status to parents informing them of District Policy 90% Attendance requirement, school attendance goal and weekly attendance rate. **Strategy's Expected Result/Impact:** Improved Attendance Rate **Staff Responsible for Monitoring:** Principals **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				101

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 50% of Kindergarten students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: ISTATION, MAP, Fluency checks, Running Records, Walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery and data analysis **Staff Responsible for Monitoring:** MCLS Teachers Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				102

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

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: Fifty percent of 1st grade students will read at or above grade level by May 2023.

High Priority

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

Evaluation Data Sources: MAP, Istation, SCA, walk throughs, Fluency checks, running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3 times a year **Staff Responsible for Monitoring:** Teachers Leadership and MCLs **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				104

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

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: Fifty percent of 2nd grade students reading at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP, Istation, SCA, walk throughs, Fluency checks, running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3 times a year **Staff Responsible for Monitoring:** Teachers, MCLs and Leaderships **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				106

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

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

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

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP, Istation, SCA, CBA, walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** Student academic growth as evidenced in Istation monthly tests and MAP assessments 3 times a year. **Staff Responsible for Monitoring:** MCLs, Teachers and Leadership **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				108

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

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

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

 No Progress Accomplished Continue/Modify Discontinue

109

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

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

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR
SCA
MAP
Monthly Istation

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

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

 No Progress Accomplished Continue/Modify Discontinue

111

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

Performance Objective 1: The 7 Mindsets SEL curriculum will be implemented 3 times a week for 15 to 20 minutes to reduced the number of discipline referrals by 10%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

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

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

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

 No Progress Accomplished Continue/Modify Discontinue

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

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

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: MAP
Istation
Data Binders

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

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

 No Progress Accomplished Continue/Modify Discontinue

115

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

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

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

Evaluation Data Sources: Planner Communication
Organization of Binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner. **Strategy's Expected Result/Impact:** Organization Two Way Communication with Parents **Staff Responsible for Monitoring:** Teachers Students Parents **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				116

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

Staff Responsible for Monitoring: AVID Coordinator
Teachers

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

 No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Blanton Elementary

2022-2023 Campus Improvement Plan

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Board Goals

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

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

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

Evaluation Data Sources: NWEA data

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

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

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Campus Leadership and teachers will utilize Title 1 resources to train parents in the importance of individual student progress in MAP, through meetings three times per year. **Strategy's Expected Result/Impact:** Parents will be well informed of their students progress after each MAP administration. **Staff Responsible for Monitoring:** Campus Leadership, classroom teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				120

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

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

High Priority

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

Evaluation Data Sources: NWEA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teachers, campus leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				121

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

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

 No Progress Accomplished Continue/Modify Discontinue

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

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

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During weekly professional learning communities, the Data Driven Instruction protocol (DDI), will be followed to create Know and Show charts that identifies the level of rigor and questioning in the daily lesson plans. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				123

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

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

 No Progress Accomplished Continue/Modify Discontinue

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During weekly professional learning communities, the Data Driven Instruction protocol (DDI), will be followed to create Know and Show charts that identifies the level of rigor and questioning in the daily lesson plans **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				125

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

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

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

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

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

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				127

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

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Grade level teachers will complete HB 4545 Reading Academies by May 2023. **Strategy's Expected Result/Impact:** Teachers will gain an in depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership, District Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				128

 No Progress Accomplished Continue/Modify Discontinue

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

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

High Priority

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

Evaluation Data Sources: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Teachers, Campus Instructional Coach, Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				129

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

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

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

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

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				131

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

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

132

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

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

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				133

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

 No Progress Accomplished Continue/Modify Discontinue

134

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

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

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Istation data, MAP data, classroom observations, exit tickets, SBAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				135

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

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

 No Progress Accomplished Continue/Modify Discontinue

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

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

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

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

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

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

 No Progress Accomplished Continue/Modify Discontinue

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

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

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Leadership conference, student data binder

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

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

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

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

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

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

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

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

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

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

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: 7 Lead Teachers will meet with Leadership Team to collaborate, plan, and delivery best practices PD, support through coaching and modeling to grade level and vertical peers. This will be build quality teachers and support high performing teachers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Campus Leadership will have a process of recruiting, interviewing, collaborating with Lead Teachers to be held one annual year.

Strategy's Expected Result/Impact: The campus Leadership Advisory Board will consist of 7 Lead Teachers and the campus Leadership Team. Together the Leadership Advisory Board will plan, collaborate, deliver PD, and coach staff on campus instructional and behavioral processes to increase teacher effectiveness in the classroom.

Staff Responsible for Monitoring: Campus Leadership

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Targeted Support Strategy

Funding Sources: - Title One School- Improvement - $24,500, Title 1 Campus Funds - Title One School-Improvement - $24,500

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

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

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All PK-5th grade students will have an AVID folder or binder that contains- parent communication, goals for each subject, assessment performance and progress, and practice items for math and reading on struggling skills. **Strategy's Expected Result/Impact:** Student ownership of academic learning, increased parent involvement and engagement, instilling a growth mindset in all stakeholders- students, teachers, staff and parents. **Staff Responsible for Monitoring:** Classroom teacher and leadership **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				142

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Bonham Middle School

2022-2023 Campus Improvement Plan

143

Board Goals

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

Performance Objective 1: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 58% to 68 % in the 2023 school year.

HB3 Board Goal

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

Evaluation Data Sources: MAP

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

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

levels will increase.

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

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

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

- Targeted Support Strategy

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

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 59% to 69 % in the 2023 school year.

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

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: BMS will teach and train staff on PLC procedures/process and apply acceptable/appropriate action steps to ensure student growth. **Strategy's Expected Result/Impact:** Student growth. **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 5: Effective Instruction				146

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Student achievement on reading STAAR will increase from 55% to 65% by the end of 2022.

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

Evaluation Data Sources: STAAR ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: BMS will implement effective instructional strategies from TLAC. **Strategy's Expected Result/Impact:** Increase student performance. **Staff Responsible for Monitoring:** Admin IC **ESF Levers:** Lever 5: Effective Instruction				147

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

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Student achievement on Math STAAR will increase from a 28% meets to a 40% meets.

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

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCL's will lead effective PLC's. MCL's will use the DDI process and include highly effective instructional strategies. **Strategy's Expected Result/Impact:** Increase in student performance. **Staff Responsible for Monitoring:** Teachers Admin **ESF Levers:** Lever 5: Effective Instruction				148

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

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

149

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

Performance Objective 1: Bonham will raise the connectedness indicator within Panorama from 51% to 65% by the end of the 2023 school year.

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

Evaluation Data Sources: Panorama data
Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: BMS will host two family nights to help encourage parent involvement. **Strategy's Expected Result/Impact:** Positive feedback on the panorama data. School Culture. **Staff Responsible for Monitoring:** Counselors Admin team **ESF Levers:** Lever 3: Positive School Culture				150

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

High Priority

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

Evaluation Data Sources: AVID participation.

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

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

No Progress

Accomplished

Continue/Modify

Discontinue

Ector County Independent School District

Bowie Middle School

2022-2023 Campus Improvement Plan

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Board Goals

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

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

High Priority

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

Evaluation Data Sources: MAP 2022 fall and MAP 2023 EOY

Strategy 1 Details	Reviews			153
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2022 EOY MAP data for data wall tracking, and update with BOY MOY EOY (Beginning of Year, Middle of Year, and End of Year). Teachers will chart this progress electronically and in display form so that teachers and students know their data and keep it in the forefront of instructional planning and delivery. Students will set goals and teachers and students will celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track their own data for move up. **Staff Responsible for Monitoring:** Campus Admin and content leads, and students tracking their own data. **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

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

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

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 2: Students in grade 6 through 8 (reading and math) will close learning gaps by showing a 20% increase in Meets in both math and reading. We will reach 50% Meets in Reading and 41% Meets in Math. (2022 STAAR showed Bowie Meets 30% Reading and Meets 21% Math.)

High Priority

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

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

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

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

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

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie AVID Site team will hold bimonthly professional development on AVID organization with cross grade level consistency. **Strategy's Expected Result/Impact:** MAP will show 10% increase in number of students who met targeted growth from May 2022 to May 2023 **Staff Responsible for Monitoring:** Bowie AVID site team, admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				158

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

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

No Progress | Accomplished | Continue/Modify | Discontinue

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

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Assistant Principal's roles and responsibilities realigned so that each is assigned one grade level. One assigned as the 6th Grade principal, one assigned as the 7th grade principal, and one assigned as the 8th grade principal. **Strategy's Expected Result/Impact:** Student connectedness results in fall of 2022 and spring of 2023 will showed marked increase as the grade level principal works closely with students and families to build positive relationships. We expect to move from a 36% to a 50% School Connectedness. **Staff Responsible for Monitoring:** Admin, assistant principals **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				160

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

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

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

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each Counselor will have a pre-assigned group of students that they each work with instead of random assistance. **Strategy's Expected Result/Impact:** Students will feel an increased sense of belonging that an adult cares about them per the Panorama survey, and will show increased percentage from Fall 2022 to Spring 2023 from 33% (2022 results) to 50% for the 2023 school year. **Staff Responsible for Monitoring:** grade level counselors, admin, teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				162

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

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

No Progress | Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Lee Buice Elementary

2022-2023 Campus Improvement Plan

164

Board Goals

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

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

High Priority

HB3 Board Goal

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

Evaluation Data Sources: MAP assessment reports

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

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will be utilized as instructional coaches for their grade levels. They will plan, mentor, and provide instructional support for their grade/content areas. **Strategy's Expected Result/Impact:** Instructional support teachers will be available to support and mentor their fellow grade level team members. **Staff Responsible for Monitoring:** Admin. **TEA Priorities:** Build a foundation of reading and math - - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - Title One School-wide - $105,000				166

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

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

Evaluation Data Sources: MAP assessment reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will participate in intervention through an individualized plan utilizing the MAP assessment results (individual student profile report). **Strategy's Expected Result/Impact:** Students will meet their growth target on the EOY MAP assessment. **Staff Responsible for Monitoring:** Teachers/ Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				167

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

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will be utilized as instructional coaches for their grade levels. They will plan, mentor, and provide instructional support for their grade/content areas. **Strategy's Expected Result/Impact:** Instructional support teachers will be available to support and mentor their fellow grade level team members. **Staff Responsible for Monitoring:** Admin. **TEA Priorities:** Build a foundation of reading and math - - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				168

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

 No Progress Accomplished Continue/Modify Discontinue

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

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

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

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Buice will use formal and informal assessments to identify students who are performing at the "meets" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to master the grade level content. **Strategy's Expected Result/Impact:** Buice will use formal and informal assessments to identify students who are performing at the "meets" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to master the grade level content. **Staff Responsible for Monitoring:** Teachers/ Admin **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				169

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

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

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

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

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

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

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: Teachers will be utilized as instructional coaches for their grade levels. They will plan, mentor, and provide instructional support for their grade/content areas. **Strategy's Expected Result/Impact:** Instructional support teachers will be available to support and mentor their fellow grade level team members. **Staff Responsible for Monitoring:** Admin. **TEA Priorities:** Build a foundation of reading and math - - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				171

 No Progress Accomplished Continue/Modify Discontinue

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

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

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

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will utilize student assessment data to form tutoring/intervention groups for students to grow to meets status in math by using teacher tutoring, day tutors, and after school tutoring. **Strategy's Expected Result/Impact:** Increase on meets percentages in each grade level for math on benchmark assessments, and the January released test. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				172

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

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Buice will use formal and informal assessments to identify students who are performing at the "approaches" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to perform at the "meets" grade level content. **Strategy's Expected Result/Impact:** Increased number of students reaching meets status on the math benchmark assessments **Staff Responsible for Monitoring:** Teachers/ Admin **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				173

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

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

Strategy 7 Details	Reviews			
Strategy 7: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.	Formative			Summative
Strategy's Expected Result/Impact: Consistent, data driven instruction in classrooms and in tutoring, resulting in an increase in scores on benchmark assessments. **Staff Responsible for Monitoring:** Admin/ Leadership Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Oct	Jan	Mar	May
				174

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

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

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 10: Students will receive after school tutoring provided by their classroom teacher to fill in academic gaps. **Strategy's Expected Result/Impact:** Students will reach grade level potential in reading and math on MAP testing. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math **- - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				175

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

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

 No Progress Accomplished Continue/Modify Discontinue

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

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

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

Evaluation Data Sources: MAP Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, Saturday School, and Air Tutor in order to reach grade level potential. **Strategy's Expected Result/Impact:** Student academic readiness will improve, and students will enter first grade on grade level. **Staff Responsible for Monitoring:** Teachers/ Admin **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $28,274				177

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

No Progress Accomplished Continue/Modify Discontinue

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

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

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

Evaluation Data Sources: MAP scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and Air Tutor in order to reach grade level potential. **Strategy's Expected Result/Impact:** Students will reach grade level in reading and math on MAP testing. **Staff Responsible for Monitoring:** Teachers/ Admin **TEA Priorities:** Build a foundation of reading and math -				178

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

 No Progress Accomplished Continue/Modify Discontinue

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

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

HB3 Board Goal

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

Evaluation Data Sources: MAP Scores

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

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and Air Tutor in order to reach grade level potential. **Strategy's Expected Result/Impact:** Students will reach grade level potential in reading and math on MAP testing. **Staff Responsible for Monitoring:** Teachers/ Admin **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				180

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

No Progress Accomplished Continue/Modify Discontinue

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

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

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR test scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and Air Tutor in order to reach grade level potential. **Strategy's Expected Result/Impact:** Students will achieve success at grade level in reading and math. **Staff Responsible for Monitoring:** Teachers/ Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				181

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. **Strategy's Expected Result/Impact:** Students who are healthy socially, emotionally, as well as academically successful **Staff Responsible for Monitoring:** Counselor/ Admin/ Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** - Title One School-wide - $2,086				182

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide SEL lessons and activities daily in their classrooms. **Strategy's Expected Result/Impact:** Students will learn how to appropriate interact and respond to external stimuli using the skills and tools learned during the SEL lessons. **Staff Responsible for Monitoring:** Teacher/Admin **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Buice Elementary will provide a safe and supportive learning environment for all students so that they will feel connected to the school.

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

Evaluation Data Sources: Training sign-in sheets, training agenda/ documentation, Documentation of counseling lessons
Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses. **Strategy's Expected Result/Impact:** Staff will be prepared to address all student needs in this area, and will know the protocol and procedures for reporting and referring. **Staff Responsible for Monitoring:** Counselor/ Teacher/ Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				183

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures. **Strategy's Expected Result/Impact:** Awareness of staff on procedures and processes for identifying and intervening in crisis situations. **Staff Responsible for Monitoring:** Counselor, Teacher, Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teacher discipline management programs will be evaluated for alignment to CHAMPS/ PBIS. **Strategy's Expected Result/Impact:** School-wide implementation of CHAMPS and fewer discipline issues/referrals **Staff Responsible for Monitoring:** teachers/ Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Safety drills will be done periodically and any issues will be reviewed and fixed. **Strategy's Expected Result/Impact:** Staff and students will be prepared in the event of an emergency. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				184

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: All staff will be trained in the emergency response program SRP in order to be prepared to react in any emergency including, lockdown, lock out and fire or weather hazard. **Strategy's Expected Result/Impact:** Staff and students will be prepared for any emergency situation. **Staff Responsible for Monitoring:** Admin/ ECISD PD **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Buice Elementary student attendance will increase by 2% from May 2022 to May 2023.

High Priority

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

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Buice will provide individualized support for students that includes interventions and rewards, as well as consequences to help improve attendance. **Strategy's Expected Result/Impact:** Increase in attendance rates. Likelihood of student success will increase **Staff Responsible for Monitoring:** Teacher/ counselor/ attendance clerk/ admin **ESF Levers:** Lever 3: Positive School Culture				185

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Attendance contracts will be done on all students reaching the 90% or less threshold on absences. **Strategy's Expected Result/Impact:** Increase in attendance rates and fewer contracts for attendance will be needed as the school year progresses **Staff Responsible for Monitoring:** Teacher/ counselor/ attendance clerk/ admin **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Attendance incentive will continue this year. Award for best attendance rate will be given every two weeks in k-2 and 3-5. The class with the highest attendance rate will get to have a sign on their door with the Buice attendance hero on it and will be posted on the website/social media page. **Strategy's Expected Result/Impact:** Improved attendance **Staff Responsible for Monitoring:** counselor/ admin **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Buice Elementary teachers that are AVID trained will implement one AVID strategy per month for the 2022-2023 school year.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Walkthroughs, Lesson plans, Photos

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus-level AVID coordinator will demonstrate one new AVID strategy per month during PLCs. **Strategy's Expected Result/Impact:** Teachers will use AVID strategies to improve student success. **Staff Responsible for Monitoring:** Admin/ Instructional coach **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				186

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will implement one AVID strategy per month in their classrooms, in addition to require students to use a daily calendar. **Strategy's Expected Result/Impact:** Students will become more organized and will know how to utilize different stimuli to demonstrate mastery of content. **Staff Responsible for Monitoring:** Teachers/Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Burleson Elementary

2022-2023 Campus Improvement Plan

187

Board Goals

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

Performance Objective 1: By May of 2023, 3rd-5th Grade Reading "Approaches" percentages will increase from 34.25% (2022 STAAR) to 38.25% as measured by the 2023 STAAR

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of Reading teachers will implement on-grade lesson plans using the District curriculum framework and resources daily. All Reading teachers will be trained on the utilization of Ector County ISD curriculum documents. All Reading teachers will be trained on HMH-Reading/Writing, LLI Intervention, and Istation Guided Lessons. Teachers will create lessons based around the district curriculum documents and district approved reading adoptions only. All teachers will attend Professional development "Teach Like a Champion". **Strategy's Expected Result/Impact:** Teachers will be able to meet the unique learning needs of the students. Teachers will be able to remedy any reading deficits which will then allow for improved reading skills resulting in higher performance on assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, and Teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of the ELA Staff will become familiar with the HMH writing components. 100% of the ELA Staff will be trained on high yield writing and grammar skills. Student **Strategy's Expected Result/Impact:** Students will become fluent writers. This will transfer over to the STAAR examination. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students targeted for additional instructional support will participate in tutorials during and after school. **Strategy's Expected Result/Impact:** Students will increase in "meets" standards as measured by the STAAR. **Staff Responsible for Monitoring:** Teachers and Administrators. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				189

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By May of 2023, 3rd-5th Grade students achieving the meets standards in grades 3-5 will increase 9% to 50% as measured by the 2023 STAAR Math assessment.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Math 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: To increase student academic performance, teachers will utilize the campus modified ECISD Math Lesson Plan Template. Teachers will follow the See It, Name It, Do It processes. Teachers will partner plan daily with their teachers utilizing Envision Curriculum Products, Do the Math, Lonestar Math, and supplemental resources provided. **Strategy's Expected Result/Impact:** With proper planning, students will successfully go through the lesson plan cycle based on well thought out and planned lessons. Students will have opportunities to engage in various learning styles; thus, allowing for more levels of engagement. Higher levels of engagement equates to high academic performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All math teachers will conduct guided math daily utilizing the district approved program, Do the Math which is a manipulative based program. Teachers will utilize MAP data to configure groups. Teachers will make an effort to see 3 math groups daily. Teachers will also conduct Lonestar Daily Math Do Nows with student every day of instruction. K-1 teachers will also utilize the calendar aspect of Lonestar Math. **Strategy's Expected Result/Impact:** Skill gaps will close and students will be able to apply learned skills to appropriate grade level tasks. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, and Teachers. **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of all students will participate in taking TEA Interim Assessments, MAP Assessments, District Assessments, Campus Common Assessments, and other multiple measures of data. Teachers will also monitor students' progress on Imagine Math and Imagine Math Facts program. All math teachers will participate in Data Driven Instructional protocol after each assessment. **Strategy's Expected Result/Impact:** Teachers will be able to use data to target learning gaps. Teachers will inform instruction to fill in those gaps. Students will have knowledge of their learning and will employ strategies to correct learning gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, and Teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 100% of all math teachers will be trained on problem solving strategies. Math teachers will utilize CUBES strategies on a daily basis. Teachers will provide students with opportunities for open-ended word problems throughout the week. All students will complete 60 minutes of Imagine Math or 2 successful lessons per week. **Strategy's Expected Result/Impact:** Teachers will be able to address skills gaps. Teacher will be able to assess students' cognitive abilities through their writing within the open-ended questioning. Students will be working on activities based on their individual needs. These strategies will produce efficacy in math which will in turn improve academic outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, and Teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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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: The school-wide percentage of students meeting or exceeding their end-of-year RIT MAP Math score will increase from 42% to 52% by May 2023.

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

Evaluation Data Sources: MAP Math scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of teachers will participate in MAP Math assessments. Teachers will be trained to disaggregate the data to target instruction. **Strategy's Expected Result/Impact:** The expected outcome is for all students to increase performance in the MAP MATH scores. **Staff Responsible for Monitoring:** Teachers, Administrators. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				193

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of students will participate in Istation Math. Teachers will be trained to disaggregate the iStation data to target instruction. **Strategy's Expected Result/Impact:** The expected outcome is for all students to increase and/or reach on level math performance. **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 4: The school-wide percentage of students meeting or exceeding their end-of-year RIT MAP Reading score will increase from 56% to 65% by May 2023.

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

Evaluation Data Sources: MAP Reading scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of students will participate in the MAP Reading assessment. Teachers will be trained to disaggregate the date for targeted instruction. **Strategy's Expected Result/Impact:** Students will increase reading scores by 10% by the end of May 2023. **Staff Responsible for Monitoring:** Teachers, Administrators. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				194

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of students will participate in Istation Reading, LLI, and Virtual Tutoring. Teachers will be trained to disaggregate the iStation data and LLI to target instruction. **Strategy's Expected Result/Impact:** The expected outcome is for all students to increase and/or reach on-level reading performance. **Staff Responsible for Monitoring:** Teachers, Reading coach and Administrators, **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of kindergarten students meeting the growth standard on Reading MAP will increase from 36% to 56%.

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

Evaluation Data Sources: MAP Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of Kindergarten students will participate in iStation Reading, LLI, and targeted instruction. **Strategy's Expected Result/Impact:** Students will increase in performance by May 2023. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				195

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained in LLI and DDI to disaggregate data and provide individualized instruction. **Strategy's Expected Result/Impact:** Students will increase their performance in reading. **Staff Responsible for Monitoring:** Teachers and administrators. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of first-grade students meeting the growth standard on Reading MAP will increase from 47% to 56%.

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

Evaluation Data Sources: MAP Reading Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of First grade students will participate in iStation Reading, LLI, and targeted instruction. **Strategy's Expected Result/Impact:** Students will increase in performance by May 2023. **Staff Responsible for Monitoring:** Teachers and adminstrators. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				196

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained in LLI and DDI to disaggregate data and provide individualized instruction. **Strategy's Expected Result/Impact:** Students will increase their performance in reading. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of second-grade students meeting the growth standard on Reading MAP will increase from 16% to 50%

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

Evaluation Data Sources: MAP Reading Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of Second grade students will participate in iStation Reading, LLI, and targeted instruction. **Strategy's Expected Result/Impact:** Students will increase their performance in reading. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained in LLI and DDI to disaggregate data and provide individualized instruction. **Strategy's Expected Result/Impact:** Students will increase in performance by May 2023. **Staff Responsible for Monitoring:** Teachers and administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

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 meeting the growth standard on Reading MAP will increase from 36.9 % to 56%%

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

Evaluation Data Sources: MAP Reading Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of Third grade students will participate in iStation Reading, LLI, and targeted instruction. **Strategy's Expected Result/Impact:** Students will increase in performance by May 2023. **Staff Responsible for Monitoring:** Teachers and administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				198

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained in LLI and DDI to disaggregate data and provide individualized instruction. **Strategy's Expected Result/Impact:** Students will increase their performance in reading. **Staff Responsible for Monitoring:** Teachers and administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: By May of 2023, 3rd-5th Grade STAAR Reading results will render at least 72% of the students will score at least Approaches or above; 40% of the students will score at least Meets or above; and 30% of the students will score Masters or above on the STAAR Reading.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Reading 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all Reading teachers will be trained on the utilization of Ector County ISD curriculum documents. 100% of all teachers will be trained on HMH-Reading and Writing, LLI Intervention, and Istation Guided Lessons. Teachers will create lessons based around the district curriculum documents and district approved reading adoptions only **Strategy's Expected Result/Impact:** Teachers will be able to meet the unique learning needs of the students. Teachers will be able to remedy any reading deficits. This will allow for improved reading skills which will result in higher performance on assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students will take a universal screener twice per month. Students will take Istation and Star Universal Screener as a progress monitoring tool. All teachers will conduct guided reading daily. Teachers will be trained on using the workstations from HMH. Students will read text on their level and be challenged with a text above level. Students will be ti **Strategy's Expected Result/Impact:** Students will receive individual attention based on their identified strengths and weaknesses. This will allow students to meet state criteria on the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of the ELA Staff will become familiar with the HMH writing components. 100% of the ELA Staff will be trained on high yield writing and grammar skills. Students will be provided a writing prompt at least every two weeks. Students will be provided with feedback on their writing. **Strategy's Expected Result/Impact:** Students will become fluent writers. This will transfer over to the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				200

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

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

Performance Objective 1: Panorama data in the area of Feedback and Coaching will increase from 40% to 80% for staff and 14%-80% for teachers.

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

Evaluation Data Sources: Panorama data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will be provided feedback and coaching on a weekly basis. **Strategy's Expected Result/Impact:** Campus Goal Alignment and increase productivity **Staff Responsible for Monitoring:** Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be provided coach and feedback on a weekly basis with targeted professional development. **Strategy's Expected Result/Impact:** Teachers will be aligned to campus and district goals. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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: One hundred percent of 4th through 5th grade teachers will implement one AVID strategy each month for students in grades 4-5 for the 2022-23 school year.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Lesson plans, Wallkthrough Data, AVID Site Team Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement one AVID strategy each month for students in grades 4-5 for the 2022-23 school year. **Strategy's Expected Result/Impact:** All teachers and administrators will be trained in AVID. AVID strategies and structures will be implemented in 100% of classrooms K-5. **Staff Responsible for Monitoring:** Assistant Principal, AVID Site Team **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Supplemental pay for AVID Training 3 Saturdays - Title One School-wide - $10,000				202

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: After AVID Foundation training, all teachers K-5 will incorporate a minimum of one WICOR strategy in each category in weekly lesson plans. **Strategy's Expected Result/Impact:** Scholars will hone their academic skills, including note-taking, organization, time management, and critical thinking. **Staff Responsible for Monitoring:** AVID Site Team, Teachers, and Administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Panorama data in the area of School Connectedness will increase from 67% to 75% insert your school data in grades 3-5.

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

Evaluation Data Sources: Panorama data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Stakeholders will be provided information and opportunities to respond to the survey. **Strategy's Expected Result/Impact:** Increase participation in the survey. **Staff Responsible for Monitoring:** Administrators **Title I:** 4.2				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide opportunities for stakeholders to participate in year-round activities that promote connectedness with the campus. **Strategy's Expected Result/Impact:** Increase connectedness with the stakeholders. **Staff Responsible for Monitoring:** Administrators				

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: English Learners (ELs) will improve TELPAS scores by 10% from Spring 2022 to Spring 2023

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: TELPAS scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All Bilingual students will practice writing in English about their own cultures and experiences. Writing activities will be each month in a minimum of two subjects. **Strategy's Expected Result/Impact:** All EL students will share their cultural heritage through writing in English. **Staff Responsible for Monitoring:** Teachers and Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				205

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All EL students will practice speaking in English using various apps on their IPads and Chromebooks or by creating a monthly podcast. EL students will have an opportunity to share about their culture and make comparisons. **Strategy's Expected Result/Impact:** EL students will have frequent practice speaking into a microphone and				

listening to their own voice well before TELPAS.

Staff Responsible for Monitoring: Assistant Principal and teachers.

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

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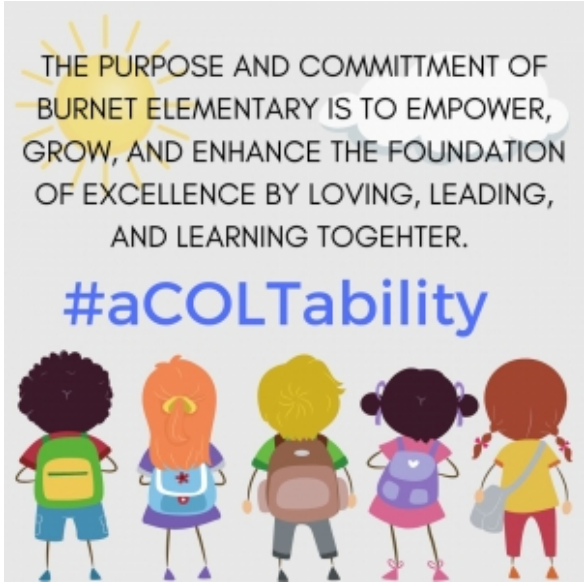
Ector County Independent School District

Burnet Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B



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Board Goals

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

Performance Objective 1: The school-wide percentage of students meeting or exceeding their end-of-year RIT MAP Reading score will increase from 46%-56%.

High Priority

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

Evaluation Data Sources: Walkthroughs, PLC minutes, Benchmark data, NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs. **Strategy's Expected Result/Impact:** Reading intervention will be effective and student Reading scores will improve **Staff Responsible for Monitoring:** Admin Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Communicate the importance of school attendance to parents via School Status, social media (Facebook, Class Dojo, Twitter), and verbal/written communication. **Strategy's Expected Result/Impact:** Increase attendance **Staff Responsible for Monitoring:** Administration, Counselor, Teachers, and Attendance Clerk **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop an attendance incentive plan. **Strategy's Expected Result/Impact:** Increased attendance **Staff Responsible for Monitoring:** Administration, Counselors, Teachers and Attendance Clerk **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				209

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Establish an accountability structure for non-compliance of attendance policy. **Strategy's Expected Result/Impact:** Increased attendance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers, and Attendance Clerk. **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Burnet will hire a part-time parent liaison to help educate parents on the importance of students attending school. **Strategy's Expected Result/Impact:** Increase attendance to 97% **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Part-time Parent Liaison - Title One School-wide - $16,000				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: The percentage of students achieving the Meets standard in grades 3-5 will increase from 44% to 53% as measured by the 2023 STAAR Reading assessment.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Walkthroughs, PLC minutes, Benchmark data, STAAR 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs **Strategy's Expected Result/Impact:** Reading intervention will be effective and student Reading scores will improve **Staff Responsible for Monitoring:** MCLs Admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				211

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work). **Strategy's Expected Result/Impact:** Positive school culture as measured by discipline referrals and student surveys. **Staff Responsible for Monitoring:** Administration, counselors, teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Burnet will develop a systems to disaggregate discipline data and monitor inequities. **Strategy's Expected Result/Impact:** Insight to inequities in discipline issued. Data that will help campus staff make decision as to student needs. **Staff Responsible for Monitoring:** Administration, Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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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: Rigorous instruction and student accountability will be planned and executed using the ECISD Instructional Frameworks and approved resources to increase STAAR Math in 3rd-5th grade from 35% Meets to 60% Meets in 2023.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Classroom observations to measure alignment and rigor and percentage of students on task.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Conduct weekly classroom walkthroughs using "The Get Better Faster" scope and sequence. **Strategy's Expected Result/Impact:** Increased student on task behavior. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				213

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide real time coaching to teachers that have below 95% student on task. **Strategy's Expected Result/Impact:** Increased students on task, improved student scores on student assessments (MAP, SCA's, STAAR) **Staff Responsible for Monitoring:** Administrators and MCLs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of kindergarten students meeting the growth standard on Reading MAP will increase from 46%-50%.

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

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Leadership Team, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				214

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

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of first grade students meeting the growth standard on Reading MAP will increase from 65% to 70%.

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

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Leadership Team, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				215

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of second grade students meeting the growth standard on Reading MAP will increase from 57% to 65%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Leadership Team, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				216

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: The percentage of third grade students meeting the growth standard on Reading MAP will increase from 74% to 82%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Leadership Team, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				217

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Third grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. MCLs will model lessons and coach teachers in First grade. **Strategy's Expected Result/Impact:** All students will show one year of reading growth as measured by Istation and MAP **Staff Responsible for Monitoring:** Admin MCLs Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Panorama data in the area of School Connectedness will increase from 45%, in grades 3-5, to 80%.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will deliver weekly 7 mindsets lessons to students. **Strategy's Expected Result/Impact:** Increase School Connectedness **Staff Responsible for Monitoring:** Teachers and Counselor **ESF Levers:** Lever 3: Positive School Culture				218

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Burnet will implement the House System in all grade levels K-5th to foster a strong and positive school climate and culture. **Strategy's Expected Result/Impact:** Increase School Connectedness **Staff Responsible for Monitoring:** Administrators and Teachers **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: 100% of classroom teachers in grades 3rd-5th grade will implement at least one AVID strategy per week during the 2022-23 school year.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Walkthroughs for AVID Specific evidence and PLC notes and feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers in grades 3rd-5th will attend AVID Basic Training or Advanced Training based on their needs. **Strategy's Expected Result/Impact:** Improve AVID knowledge and understanding. Improve AVID implementation. **Staff Responsible for Monitoring:** Assistant Principal Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				219

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Campus sense of belonging will increase from 52% to 80% according to Panorama staff data from the fall to spring of 2022-2023.

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

Evaluation Data Sources: Survey data, documented evidence in PLCs agendas and coaching and mentoring documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement restorative practices that can help each student feel comfortable, safe, and connected as a member of the classroom community. **Strategy's Expected Result/Impact:** Increase in sense of belonging **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 3: Positive School Culture				220

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement activities that prompt students to reflect on where they come from and how their home lives impact their classroom experience. Moreover, this exercise encourages students to recognize and respect where their peers come from. **Strategy's Expected Result/Impact:** Increase in sense of belonging **Staff Responsible for Monitoring:** Administrators Teachers **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Cameron Dual Language Elementary

2022-2023 Campus Improvement Plan

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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: At least 56% of K-6th grade students will meet or exceed their MATH MAP projected growth RIT score by the end of the year administration.

High Priority

HB3 Board Goal

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

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

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Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cameron teachers will use the district's Guided Math Framework for Tier 1 Instruction. **Strategy's Expected Result/Impact:** All students receive grade level Tier 1 instruction and all its components. **Staff Responsible for Monitoring:** Principal, AP, and Dual Language Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All K-6th grade students will complete at least 30 minutes per week of Imagine Math activities. **Strategy's Expected Result/Impact:** Students will reinforce their learning through the activities and be challenged as they grow. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron will provide professional development opportunities that focus on differentiation strategies, thinking skills, conceptional learning, depth and complexity, and dual language best practices. Cameron will continue to utilize best practices as modeled by the Ron Clark Academy in Atlanta, GA. New teachers, instructional facilitators, and aides will attend professional development by the Ron Clark Academy to support implementation. **Strategy's Expected Result/Impact:** Increase classroom engagement and learning by teachers planning and delivering engaging and rigorous lessons and activities. **Staff Responsible for Monitoring:** Administrators, Dual Language Specialist, teachers, instructional facilitators, and aides **Funding Sources:** Conference, Hotel, Travel - Title One School-wide - $27,000				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: At least 56% of K-6th grade students will meet or exceed their Reading MAP projected growth RIT score by the end of the year administration.

High Priority

HB3 Board Goal

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction. **Strategy's Expected Result/Impact:** All students receive grade level Tier 1 instruction and all its components. **Staff Responsible for Monitoring:** Principal, AP, and Dual Language Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All K-6th grade students will complete their recommended time on IStation. **Strategy's Expected Result/Impact:** Students will reinforce their learning through the activities and be challenged as they grow. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron will provide professional development opportunities that focus on differentiation strategies, thinking skills, conceptional learning, depth and complexity, and dual language best practices. Cameron will continue to utilize best practices as modeled by the Ron Clark Academy in Atlanta, GA. New teachers, instructional facilitators, and aides will attend professional development by the Ron Clark Academy to support implementation. **Strategy's Expected Result/Impact:** Increase classroom engagement and learning by teachers planning and delivering engaging and rigorous lessons and activities. **Staff Responsible for Monitoring:** Administrators, Dual Language Specialist, teachers, instructional facilitators, and aides **Funding Sources:** Conference, Hotel, Travel - Title One School-wide - $27,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: One teacher from each grade level will attend the La Cosecha Dual-Language Conference in Santa Fe, New Mexico to participate in focused professional development based on research based dual-language practices that will enhance instructional teaching strategies in order to meet the needs of learners at all levels. **Strategy's Expected Result/Impact:** Teachers will come back and implement research-based strategies that will help make content comprehensible for all students and in turn increase academic achievement. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist **Funding Sources:** Conference Fee, transportation, and hotel stay - Title One School-wide - $18,500				

 No Progress Accomplished Continue/Modify Discontinue

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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: The percentage of 3rd-6th grade students scoring Meets and Masters will increase by 10% points in Math.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hold weekly DDI PLC Meetings and desegregate data to drive instruction that meets the needs of all students. **Strategy's Expected Result/Impact:** Teachers will gain knowledge about their student's performance, and areas of need, and all students will receive differentiated instruction to help them grow. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 3rd through 6th-grade teachers will receive Lead4ward training. **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist establish instructional routines for all students, discover ways to expand student thinking, move instructional planning to action, and connect learning to student success, including STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Funding Sources:** lead4ward Professional Development - Title One School-wide - $8,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron will purchase Think Up Math supplemental materials for 3rd-6th grade for guided math small group differentiated instruction and STAAR 2.0 preparation. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide scaffolded instruction that is aligned to the TEKS and modeled after STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Funding Sources:** ThinkUp Math Resources - Title One School-wide - $15,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Focused Sheltered Instruction professional development will be provided to instructional staff to enhance second language acquisition in Reading through speaking, reading, writing, and listening. Instructional staff will attend a full-day Sheltered Instruction professional development session provided by Seidlitz. **Strategy's Expected Result/Impact:** Teacher implementation of sheltered instruction strategies in every lesson to increase students' content knowledge and language acquisition in Math. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist **Funding Sources:** Seidlitz Company to provide full day of Sheltered Instruction professional development. - Title One School-wide - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: DDI PLC meetings will be held before each new unit. **Strategy's Expected Result/Impact:** Through the teacher's completion of the SCA exemplar, a Know-Show will be created which will help teachers refine the content and rigor of their instruction. Formative assessments will be used planned through exit tickets. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: The percentage of 3rd-6th grade students scoring Meets and Masters will increase by 10% points in Reading.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: PD Agenda
Attend full-day Sheltered Instruction Training provided by Seidlitz
Sign-in sheets for PD
Reading Short Cycles Assessment Data

Strategy 1 Details	Reviews			228
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Focused Sheltered Instruction professional development will be provided to instructional staff to enhance second language acquisition in Reading through speaking, reading, writing, and listening. Instructional staff will attend a full-day Sheltered Instruction professional development session provided by Seidlitz. **Strategy's Expected Result/Impact:** Teacher implementation of sheltered instruction strategies in every lesson to increase students' content knowledge and language acquisition in Reading, Math, and Science. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist **Funding Sources:** Seidlitz Company to provide full day of Sheltered Instruction professional development. - Title One School-wide - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: DDI PLC meetings will be held before each new unit. **Strategy's Expected Result/Impact:** Through the teacher's completion of the SCA exemplar, a Know-Show will be created which will help teachers refine the content and rigor of their instruction. Formative assessments will be used planned through exit tickets. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Hold weekly DDI PLC Meetings and desegregate data to drive instruction that meets the needs of all students. **Strategy's Expected Result/Impact:** Teachers will gain knowledge about their student's performance, and areas of need, and all students will receive differentiated instruction to help them grow. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 3rd through 6th-grade teachers will receive Lead4ward training. **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist establish instructional routines for all students, discover ways to expand student thinking, move instructional planning to action, and connect learning to student success, including STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Funding Sources:** lead4ward Professional Development - Title One School-wide - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Cameron will purchase Think Up Reading supplemental materials for 3rd-6th grade for guided reading small group differentiated instruction and STAAR 2.0 preparation. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide scaffolded instruction that is aligned to the TEKS and modeled after STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Funding Sources:** ThinkUp Math Resources - Title One School-wide - $15,000				

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: By the End of the Year MAP Administration, the number of Kinder students meeting or exceeding their MAP Growth goal will grow from 42% to 55%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

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

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on and use district-approved resources for guided reading groups. **Strategy's Expected Result/Impact:** Students will make one year's growth in all areas. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction. **Strategy's Expected Result/Impact:** All students receive grade level Tier 1 instruction and all its components. **Staff Responsible for Monitoring:** Principal, AP, and Dual Language Specialist				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: By the End of the Year MAP Administration, the number of 1st-grade students meeting or exceeding their MAP Growth goal will grow from 40% to 54%.

High Priority

HB3 Board Goal

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

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

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on and use district-approved resources for guided reading groups. **Strategy's Expected Result/Impact:** Students will make one year's growth in all areas. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction. **Strategy's Expected Result/Impact:** All students receive grade level Tier 1 instruction and all its components. **Staff Responsible for Monitoring:** Principal, AP, and Dual Language Specialist				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: By the End of the Year MAP Administration, the number of 2nd-grade students meeting or exceeding their MAP Growth goal will grow from 45% to 58%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

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

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on and use district-approved resources for guided reading groups. **Strategy's Expected Result/Impact:** Students will make one year's growth in all areas. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction. **Strategy's Expected Result/Impact:** All students receive grade level Tier 1 instruction and all its components. **Staff Responsible for Monitoring:** Principal, AP, and Dual Language Specialist				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: By the End of the Year MAP Administration, the number of 3rd-grade students meeting or exceeding their MAP Growth goal will grow from 54% to 65%.

High Priority

HB3 Board Goal

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

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

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on and use district-approved resources for guided reading groups. **Strategy's Expected Result/Impact:** Students will make one year's growth in all areas. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction. **Strategy's Expected Result/Impact:** All students receive grade level Tier 1 instruction and all its components. **Staff Responsible for Monitoring:** Principal, AP, and Dual Language Specialist				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: The percentage of 3rd-grade students scoring Meets and Masters will increase by 10% points in Reading.

High Priority

HB3 Board Goal

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Focused Sheltered Instruction professional development will be provided to instructional staff to enhance second language acquisition in Reading through speaking, reading, writing, and listening. Instructional staff will attend a full-day Sheltered Instruction professional development session provided by Seidlitz. **Strategy's Expected Result/Impact:** Teacher implementation of sheltered instruction strategies in every lesson to increase students' content knowledge and language acquisition in Reading. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist **Funding Sources:** Seidlitz Company to provide full day of Sheltered Instruction professional development. - Title One School-wide - $5,000				234

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: DDI PLC meetings will be held before each new unit. **Strategy's Expected Result/Impact:** Through the teacher's completion of the SCA exemplar, a Know-Show will be created which will help teachers refine the content and rigor of their instruction. Formative assessments will be used planned through exit tickets. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Hold weekly DDI PLC Meetings and desegregate data to drive instruction that meets the needs of all students. **Strategy's Expected Result/Impact:** Teachers will gain knowledge about their student's performance, and areas of need, and all students will receive differentiated instruction to help them grow. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 3rd through 6th-grade teachers will receive Lead4ward training. **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist establish instructional routines for all students, discover ways to expand student thinking, move instructional planning to action, and connect learning to student success, including STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Funding Sources:** lead4ward Professional Development - Title One School-wide - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Cameron will purchase Think Up Reading supplemental materials for 3rd grade for guided reading small group differentiated instruction and STAAR 2.0 preparation. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide scaffolded instruction that is aligned to the TEKS and modeled after STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Funding Sources:** ThinkUp Math Resources - Title One School-wide - $15,000				

 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: Cameron will have 100% participation in the Fall and Spring Panorama student survey.

High Priority

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

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Class attendance rosters will be created to keep track of absences on the days when the survey is completed in the Fall and the Spring. **Strategy's Expected Result/Impact:** By keeping track of absences during the Fall and Spring surveys, we can make sure that we have students who were absent have time to complete the survey during the window. **Staff Responsible for Monitoring:** Assistant Principal, and Dual Language Specialist				236

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 2024.

Performance Objective 2: The percentage of students who believe that adults and peers in the school care about their learning as well as about them as individuals will grow from 77% to 87%.

High Priority

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

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will participate in Social Emotional Learning provided by their classroom teachers every Monday using the 7Mindsets Curriculum. **Strategy's Expected Result/Impact:** Students will be knowledgeable about the 7 Mindsets by completing activities that will help them feel cared for by their teachers and peers. **Staff Responsible for Monitoring:** Principal and Assistant Principal				237

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive professional development from PermiaCare called "Youth Mental Health First Aide" on two early release days: Oct. 19th and December 16th. **Strategy's Expected Result/Impact:** Teachers will have the tools and resources to be able to provide initial help, intervene in a crisis and connect with appropriate professional help.				

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: Cameron will have 100% of 3rd-6th teachers have students use AVID binders/planners for the organization of school work.

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

Evaluation Data Sources: AVID binder checks, students using the AVID binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Training will be provided for all new staff and refreshers over the AVID strategies will be provided for all 4th-6th grade teachers. **Strategy's Expected Result/Impact:** AIVD Strategies are used in the classroom and are evident in student work. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Dual Language Specialist.				

Strategy 2 Details	Reviews			238
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Encourage all staff members to participate in college awareness days. **Strategy's Expected Result/Impact:** Students are exposed and made aware of all the options that they have for college. **Staff Responsible for Monitoring:** Administrators				

 No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Carver Early Education Center

2022-2023 Campus Improvement Plan

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Board Goals

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

Performance Objective 1: Student attendance will increase from 90% by the end of the 2022-2023 school year.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administrator and staff will discuss importance of regular attendance during Meet the Teacher, Parent Conferences, Academic Parent Teacher Team meetings, through social media and teacher communication app. **Strategy's Expected Result/Impact:** Parents and students will understand the importance of regular school attendance. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each classroom will utilize the Conscious Discipline job chart or similar structure to ensure that each student has a "classroom job". **Strategy's Expected Result/Impact:** Students will want to come to school everyday because they feel they are of service to others by doing their job. **Staff Responsible for Monitoring:** Classroom teachers and administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $15,000				

 No Progress Accomplished Continue/Modify Discontinue

241

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

Performance Objective 2: Carver will provide specific, differentiated processes, procedures and routines for all classrooms and students to remain successful 100% of the time.

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

Evaluation Data Sources: Classroom Observations, Walk-throughs, Lesson Plans, PLC walk through feedback, Coaching peer and administrative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PLC Learning walks conducted for Classroom Teachers 3 times a month. **Strategy's Expected Result/Impact:** Teachers will see classroom strategies in action to improve their teaching styles. **Staff Responsible for Monitoring:** Administrators and Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				242

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Feedback and support on Whole School Conscious Discipline Routines. **Strategy's Expected Result/Impact:** Teachers and Instructional Aides will feel supported. Students will be successful with routines and procedures. **Staff Responsible for Monitoring:** Conscious Discipline Action Team, Administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 88% of Pre-K 4 students will identify 20 upper case and 20 lower case letters by the end of the 2022-2023 school year.

High Priority

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

Evaluation Data Sources: BOY and EOY CLI scores, BOY, MOY, and EOY Report Card Data, Istation Data, Small Group Data, and Academic Parent Teacher Team Conferences

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly lesson plans showing strategies to intentionally teach letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Pre K 4 students will leave Carver with a strong emerging reader foundation. **Staff Responsible for Monitoring:** Administrators, Classroom Teachers, Instructional Aides **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title One Instructional Continuity - $10,000				244

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Building a strong Academic Parent Teacher Team to provide strategies, discussions for intervention, and an explanation of data to help the success of each student. **Strategy's Expected Result/Impact:** Parents and Classroom Teachers will work together to build a strong foundation for emerging readers. **Staff Responsible for Monitoring:** Administrators, and Classroom Teachers **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title One Instructional Continuity - $8,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus Administrators will conduct 8 weekly documented walkthrough, observations/coaching sessions and provide effective feedback. **Strategy's Expected Result/Impact:** Classroom Instruction will improve to meet the needs of students. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 90% of Pre-K 4 students will be able to rote count to 30 in the EOY CLI assessment.

High Priority

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: BOY and EOY CLI Scores, MOY and EOY Report Card Data, Weekly PLC Data Meetings, Lesson Plans and Observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. **Strategy's Expected Result/Impact:** Students will be able to successfully rote count from 1-30 or beyond. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Instructional Aides **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				246

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize the Promethean boards to provide hands-on, developmentally appropriate math activities. **Strategy's Expected Result/Impact:** Students will achieve satisfactory growth in math. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - Title One School- Improvement - $60,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All teachers will communicate counting strategies and ideas for students to work on at home. **Strategy's Expected Result/Impact:** Students will be supported at home by extending their learning. **Staff Responsible for Monitoring:** Classroom Teachers and Instructional Aides **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Parent Conscious Discipline Training **Strategy's Expected Result/Impact:** Parents will understand how to expand the Conscious Discipline Strategies at home. **Staff Responsible for Monitoring:** Conscious Discipline Team, Classroom Teachers, Instructional Aides **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Classroom teachers, administrators will participate in Conscious Discipline coaching. **Strategy's Expected Result/Impact:** Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma. **Staff Responsible for Monitoring:** Administrator and Conscious Discipline Team **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title One School-wide - $6,000				249

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Classroom teachers and Administrator will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students. **Strategy's Expected Result/Impact:** Teachers and Administrator will feel empowered to work with students experiencing big trauma and behaviors. **Staff Responsible for Monitoring:** Administrator, Secretary **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $55,000				

No Progress Accomplished Continue/Modify Discontinue

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

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

High Priority

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

Evaluation Data Sources: Parent surveys, Sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Carver will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters. **Strategy's Expected Result/Impact:** Parents will feel supported and empowered to work with their children at home. **Staff Responsible for Monitoring:** Teachers and Administrator **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title One School-wide - $1,532				250

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Carver will foster a more collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade. **Strategy's Expected Result/Impact:** Positive image of Carver Early Education Center and higher level of parent engagement. **Staff Responsible for Monitoring:** Teachers and Administrators **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Cavazos Elementary

2022-2023 Campus Improvement Plan

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Board Goals

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

Performance Objective 1: By May 2023 53% of students will meet or exceed the STAAR Reading progress measure, specifically SPED, ELLs, Eco-Dis, and Hispanic students.

High Priority

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

Evaluation Data Sources: Unit SCA assessment data, monthly Istation data, monthly running records, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By the end of the school year, 60% student end of year RIT score will be at meets or exceeds based on individual growth projections based upon MATH MAP; special pops closely monitored will be SPED, ELLs, Eco-Dis, and Hispanic students.

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

Evaluation Data Sources: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for math and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy**				254

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, Imagine Math lessons passed by student, including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: By the end of the school year, 60% student end of year RIT score will be at meets or exceeds based on individual growth projections based upon Reading MAP; special pops closely monitored will be SPED, ELLs, Eco-Dis, and Hispanic students.

High Priority

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

Evaluation Data Sources: Unit SCA assessment data, monthly Istation data, monthly running records, reteach and reassessment data, middle of the year and end of the year MAP scores.

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

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

Performance Objective 4: Cavazos will provide differentiated processes for our all subpopulations to increase STAAR Math and STAAR Reading score by more than 10% in both Math & Reading.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: SCA test, Exit Tickets, Independent Student Work, Interim Assessments, STAAR 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide differentiated coaching, modeling, and wrap around services for all teachers - instructional coach will support teachers between the hours of 7:45-10:30 am on a daily basis as reflected in our master schedule. **Strategy's Expected Result/Impact:** Improved practice and implementation of core and data-driven practices, fidelity to the core **Staff Responsible for Monitoring:** teachers, instructional coach, admin, ILT, and grade level leads **Funding Sources:** Instructional Coach - Title One School-wide - $80,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The instructional coach will run daily PLC and will participate in disaggregate data, discuss gaps, and model best practices strategies to meet the Eco-Dis, SPED, Hispanic, English Learner subpopulations. **Strategy's Expected Result/Impact:** development of high functioning team guided by data driven best practices that result in significant student growth in the areas of reading/math as measured by MAP, IStation, Imagine Math, running records, and SCA. **Staff Responsible for Monitoring:** ILT, admin, instructional coach, and grade level leads **TEA Priorities:** Improve low-performing schools **Funding Sources:** Title I Grade Level Leads - Title One School-wide - 6117 - $35,000				

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 5: Cavazos Elementary annual student attendance will increase from 90.3% in April 2022 to 95% in May 2023.

High Priority

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

Evaluation Data Sources: District/Campus Weekly Attendance Reports, Truancy Contracts, Weekly Attendance Committee Meetings data reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cavazos will incentivize and recognize students/classes weekly, monthly, quarterly/yearly and provide RTI/MTSS wrap around services to tier 2 and tier 3 students. **Strategy's Expected Result/Impact:** daily attendance increase, reduction of RTI truancy referrals **Staff Responsible for Monitoring:** AP, counselor, teachers, attendance clerk, grade level leads				259

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: In partnership with Community In Schools Site Coordinator and district attendance director, Cavazos will conduct home visits & provide differentiated wrap around services for tier 2 and tier 3 students/families with chronic/truant tendencies. **Strategy's Expected Result/Impact:** increase of daily attendance, reduction of truancy, expected results will be higher attendance, and students will be receiving daily instruction on a consistent basis. **Staff Responsible for Monitoring:** admin, AP, counselor, teacher, and grade level leads, CIS site coordinator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Enhance parent engagement and involvement by effectively communicating with parents through a variety of differentiated sources: phone calls, home visits, MTSS/RTI meetings, parent conferences, notes, visits when students is absent/truant. **Strategy's Expected Result/Impact:** increase of daily attendance, reduction of truancy, expected results will be higher attendance, and students will be receiving daily instruction on a consistent basis. **Staff Responsible for Monitoring:** Admin, AP, counselor, teacher, PEIMS clerk				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Attendance committee will meet weekly to review attendance weekly trends to identify tier 2 and tier 3 students for wrap around supports and incentives. **Strategy's Expected Result/Impact:** Reduce tardies and absences and increase perfect attendance **Staff Responsible for Monitoring:** PEIMS clerk, admin, counselor, and grade level leads				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 6: By May 2023, Cavazos STAAR Math goal for the domain 2A value is 69, which will score the campus a C rating. In order to do this, we intend to target students that did not make growth or went backwards, specifically closely monitor SPED, ELLs, Eco-Dis, and Hispanic students.

High Priority

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

Evaluation Data Sources: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for math and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments and district benchmark assessments for math by the end of the year to close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				261

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, Imagine Math lessons passed by student, including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments and district benchmark assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments and district benchmark assessments for math by the end of the year to close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 7: Monitors the effectiveness of team outcomes for staff and student performance.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: PLC, ILT, and committee notes, agendas, norms, goals/outcomes.
Committees: Culture and Climate, Safety Committee, CIP/SBDM, Student Activities/CHAMPS, ILT, RTI/MTSS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Incorporates written protocols and processes that are consistently used to lead and manage various leadership teams and other instructional functions. **Strategy's Expected Result/Impact:** To ensure scholars have a save school environment, to ensure teachers are implementing data-driven instruction that is student - centered. **Staff Responsible for Monitoring:** ILT, Admin, instructional coach, grade level leads, MCL **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				263

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 8: Implementation of student reading and math goals for MOY & EOY through individual student goal setting conferences with specific focus on MAP ELAR/SLAR and Math.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: classroom data wall, PLC data dives, 1:1 data chats, RTI referrals, tier 2 and tier 3 student data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ensures student diagnostics and data are used to consistently provide timely, targeted, and data-driven interventions from highly effective teachers and address learning needs. **Strategy's Expected Result/Impact:** meet/exceed MOY/EOY goals on MAP and other district/state assessments **Staff Responsible for Monitoring:** ILT, IC, teachers, admin, CIP/SBDM, and grade level leads **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Through monthly Data Dives and grade level planning we will be able to intentionally identify growth trends and instructional needs. **Strategy's Expected Result/Impact:** Special Populations (504,Dyslexia, SPED, EL, Homeless, Migrant, Military, and Foster) will make adequate growth and meet end of the year goals. **Staff Responsible for Monitoring:** Master Class Leaders, Grade level leads, Instructional Coach, ILT, admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of kindergarten students meeting the growth standard on Reading MAP will increase from 52% to 60% by the end of May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percetnage of first grade students meeting the growth standard on Reading MAP will increase from 52% to 65% by the end of May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
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Strategy 3 Details	Reviews			
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No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of second grade students meeting the growth standard on Reading MAP will increase from 54% to 65% by the end of May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

 No Progress Accomplished Continue/Modify Discontinue

270

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: The percentage of third grade students meeting the growth standard on Reading MAP will increase from 52% to 60% by the end of May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

No Progress | Accomplished | Continue/Modify | Discontinue

272

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: The percentage of third grade students achieving the meets standard on Reading STAAR will 28% to 31% by the end of May 2023.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Panorama data on school connectedness will increase from 67% to 70% in grades 3-5.

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

Evaluation Data Sources: Panorama survey, increased attendance, failure reduction rate, reduction of truancy

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of CHAMPS protocols and counselor character education lessons embedded monthly. **Strategy's Expected Result/Impact:** create a positive campus culture **Staff Responsible for Monitoring:** counselor, CHAMPS committee members, instructional leadership team, campus improvement team **ESF Levers:** Lever 3: Positive School Culture				275

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students will have the opportunity to engage in SEL and behavior skills through Seven Mindsets on a daily basis through their homeroom classroom. **Strategy's Expected Result/Impact:** Students will have a sense of belonging at Cavazos as reflected in school engagement through participation of extended learning opportunities and reflected in the Spring Panorama Survey of 69% -70% school connectedness. **Staff Responsible for Monitoring:** teachers, counselor, instructional leadership team, administration, campus improvement team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cavazos will have a school-wide approach to teach students the use of "I Messages" for conflict resolution, impulse control, and setting healthy limits with peers. **Strategy's Expected Result/Impact:** Reduction of physical altercations, bullying, and an increase of students using language to set healthy boundaries with each other. **Staff Responsible for Monitoring:** all staff, teachers, counselor, admin, CHAMPS committee **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Cavazos will implement an incentive matrix to recognize and connect student's have a deeper connection to their school and engage in their learning in meaningful ways. **Strategy's Expected Result/Impact:** Students will have a sense of belonging at Cavazos as reflected in school engagement through participation of extended learning opportunities and reflected in the Spring Panorama Survey of 69% -70% school connectedness. **Staff Responsible for Monitoring:** all staff, teachers, counselor, admin, CHAMPS committee, grade level leads, Culture/Climate Committee **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				276

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Cavazos will grow it's AVID program for grade first through fifth for the 2022-2023 school year; 100% of 4th & 5th grade teachers will implement one AVID strategy each month for students in grades 4-5.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Full implementation of AVID strategies in grade 1st through 5th.
Student portfolios, PLCs AVID agendas/trainings, AVID strategies visibly used by all students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: First through fifth grade students will be provided AVID strategies and study habits in order to increase rigor and engagement through student ownership, accountability, and critical thinking. **Strategy's Expected Result/Impact:** First through fifth grade students will attain college and career organizational skills and critical thinking skills through their educational experience at Cavazos. **Staff Responsible for Monitoring:** AVID lead, instructional leadership team, all teachers in grade first through 5th, grade level leads, AP **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All first through fifth grade teachers will be trained through out the school year with AVID strategies and embed in their daily lesson plans. **Strategy's Expected Result/Impact:** An increase of student engagement and organizational skills will be evident practices in grades first through fifth. **Staff Responsible for Monitoring:** AVID lead, instructional leadership team, all teachers in grade first through 5th, grade level leads, AP **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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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: Cavazos will systematically and explicit teach and reinforce behavior expectations that promote the school's mission, vision, values, and goals.

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

Evaluation Data Sources: reduction of tier 3 referrals, counselor referrals, attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cavazos will implement a Multi-tiered Systems of Support (MTSS)/Response to Intervention (RTI) for tier 2 and tier 3 students in the area of attendance, behavior, SEL, and academics. **Strategy's Expected Result/Impact:** attendance report, reduction of chronic absences/truancy, reduction of discipline referrals for tier 3 infractions **Staff Responsible for Monitoring:** admin, ILT, counselor, campus improvement team, CHAMPS committee, grade level leads **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools				279

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The the coordination of services team, students will be able to be referred for attendance, behavior, SEL, and academic supports to develop individualized plans as a pre-RTI approach. **Strategy's Expected Result/Impact:** Students with COST individualized plans will see an increase in supports to interrupt high truancy rates, increase student sense of belonging, see an increase of academic gains, and/or reduction of discipline referrals. **Staff Responsible for Monitoring:** teachers, COST/SST Team, admin, counselor, campus improvement team **ESF Levers:** Lever 3: Positive School Culture				

No Progress

Accomplished

Continue/Modify

Discontinue

Ector County Independent School District

Crockett Middle School

2022-2023 Campus Improvement Plan

280

Board Goals

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

Performance Objective 1: The percentage of students meeting or exceeding MAP Reading projected growth will increase from 45% to 55% for the 2022-23 school year.

High Priority

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

Evaluation Data Sources: MAP testing

Strategy 1 Details	Reviews			281
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be continue to be trained in the PLC/DDI process and protocols. **Strategy's Expected Result/Impact:** Crockett will meet the 55% or higher goal in MAP reading. **Staff Responsible for Monitoring:** teachers administration instructional coach				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use Aggressive Monitoring in their classroom. They will be re-trained and will use the process for effective monitoring. **Strategy's Expected Result/Impact:** Students will grow and meet or exceed their expected growth. School goal is to have at least 55% or more at that level **Staff Responsible for Monitoring:** administration instructional coach				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use the balanced literacy model in the 90 minute block. They will pull for small group intervention 3 times a week. The teachers will follow the district framework. **Strategy's Expected Result/Impact:** The students will show growth and they will meet or exceed expected growth in MAP. **Staff Responsible for Monitoring:** administration instructional coach **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: The percentage of students meeting or exceeding MAP projected growth in Math will increase from 60% to 70% for the 2022-23 school year.

High Priority

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

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be continue to be trained in the PLC/DDI process and protocols. **Strategy's Expected Result/Impact:** Crockett will meet the 70% or higher goal in MAP Math at the end of the year **Staff Responsible for Monitoring:** administration teachers instructional coach				283

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use Aggressive Monitoring in their classroom. They will be re-trained and will use the process for effective monitoring. **Strategy's Expected Result/Impact:** Expected results will be our students will meet or exceed their expected growth and campus will meet the goal of at least 70% **Staff Responsible for Monitoring:** administration teachers instructional coach **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will ensure mastery of unit vocabulary and comprehension thru implementation of progressive level questions. **Strategy's Expected Result/Impact:** Students will meet or exceed growth progress in MAP. The goal is for the campus to be at 70% or higher in MAP. **Staff Responsible for Monitoring:** administration teacher instructional coach **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

284

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

Performance Objective 3: The percentage of students achieving or exceeding in Reading will increase from 27% to 45% in the 2023 school year.

High Priority

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

Evaluation Data Sources: STAAR
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be continue to be trained in the PLC/DDI process and protocols. **Strategy's Expected Result/Impact:** 45% of students will achieve meets or exceeds the meets STAAR progress measure in Reading by the end of school year 2023. **Staff Responsible for Monitoring:** Administration Instructional coach teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will ensure mastery of unit vocabulary and comprehension thru implementation of progressive level questions. **Strategy's Expected Result/Impact:** 45% of students will achieve meets or exceeds the meets progress measure in Reading by the end of the school year 2023. **Staff Responsible for Monitoring:** Administration Teachers Instructional coach **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use the District approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** 45% of our students will reach meet or exceeds in STAAR reading by the end of the 2023 School year. **Staff Responsible for Monitoring:** Administration teachers instructional coaches **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: The percentage of students achieving or exceeding in math will increase from 39% to 55% in the 2022-2023 school year.

High Priority

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

Evaluation Data Sources: STAAR
Benchmarks
Short Cycle Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be continue to be trained in the PLC/DDI process and protocols. **Strategy's Expected Result/Impact:** 55% or more of our students will meet or exceed the STAAR progress measure for the 2023 school year. **Staff Responsible for Monitoring:** Administration Teachers Instructional coach **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use the District approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** 55% of our students will meet or exceed the STAAR progress measure in math for the 2023 school year. **Staff Responsible for Monitoring:** Administration teachers instructional coach				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will ensure mastery of unit vocabulary and comprehension thru implementation of progressive level questions. **Strategy's Expected Result/Impact:** 55% of our students will meet or exceed the STAAR progress measure for the 2023 school year. **Staff Responsible for Monitoring:** administration teachers instructional coach **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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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.

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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: Crockett Middle School will increase college and career readiness in order to spark interest in post-secondary opportunities. To develop instructional routines that support all students as academic learners.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: The number of students that apply to the choice schools .
AVID Excel - the number of students that grow /Exit in TELPAS
The number of successful students in Algebra 1.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers will be trained in Academic Language and Literacy. **Strategy's Expected Result/Impact:** The percentage of EB students that exit the ESL program to increase **Staff Responsible for Monitoring:** administration AVID coordinator AVID Excel team instructional coach teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The AVID site team will hold after the bell/PD to go into depth on different strategies once a month. **Strategy's Expected Result/Impact:** Teachers will use these strategies to grow our students. MAP to go from 55% to 65% or higher. **Staff Responsible for Monitoring:** Administraion AVID coordinator and teachers AVID excel team instructional coach				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will have a communal word wall for the entire school. This will allow students to see the common language between grades. **Strategy's Expected Result/Impact:** Teachers to use the vocabulary in their classroom and for students to grow in both MAP from 45% to 55% or higher.				

 No Progress Accomplished Continue/Modify Discontinue

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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: Raise the connectedness indicator within Panorama from 48% to 58% for the 2023 school year.

High Priority

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

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will hold whole family nights to engage parents **Strategy's Expected Result/Impact:** Panorama results will increase to at least 58% **Staff Responsible for Monitoring:** Administration Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				292

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Positive climate resulting in less office referrals for the 2023 school year. **Strategy's Expected Result/Impact:** Percent of of referrals will decrease **Staff Responsible for Monitoring:** Administration Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: Crockett will raise the Sense of Belonging from 43% to 53% according to Panorama

High Priority

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

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will implement a mentoring program, as well as have different after school clubs students can be part of. **Strategy's Expected Result/Impact:** The panorama results will show a growth from 43% to at least 53% in the 2023 school year. **Staff Responsible for Monitoring:** Administration teachers/staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				293

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Our students will receive SEL lessons weekly. **Strategy's Expected Result/Impact:** Panorama results will show an increase in sense of belonging from 43% to at least 53% **Staff Responsible for Monitoring:** Administration Staff **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

Ector County Independent School District

Dowling Elementary

2022-2023 Campus Improvement Plan

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Board Goals

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

Performance Objective 1: By May 2023, 65% of students, K-5th, will reach their individual RIT Growth scores in MAP Math.

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High-impact tutoring for all students scoring in the Approaches level or below for a minimum of 2 hours weekly. **Strategy's Expected Result/Impact:** An increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Reteach lessons on low-scoring TEKS from the Short Cycle Assessments will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons. **Strategy's Expected Result/Impact:** Academic gaps and individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** MCLs and leadership **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Differentiated instruction through Imagine Math weekly. Students will complete a minimum of one lesson in K-2 and a minimum of 2 lessons in 3-5. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				296

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By May 2023, 60% of students, K-5th, will reach their individual RIT Growth scores in MAP Reading.

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High-impact tutoring for all students scoring in the Approaches level or below for a minimum of 2 hours weekly. **Strategy's Expected Result/Impact:** An increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teachers, campus leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				297

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Leveled Literacy Intervention / Solucciones will be used in all classrooms for students performing at the Approaches level or below, for a minimum of 30 minutes, four times weekly. **Strategy's Expected Result/Impact:** An increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, Reading Coach, Campus Leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Differentiated instruction through Istation will be used at least 60 minutes weekly. **Strategy's Expected Result/Impact:** An increase in MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, Campus Leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

298

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

Performance Objective 3: By May 2023, 35% of students, 3rd-5th, will reach STAAR Meets/Masters in Math.

High Priority

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

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				299

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will ask at least two Costa's Level 3 questions daily that align with the TEKS, evident in their lesson plans and weekly walkthroughs. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The daily objective will be written on the board in 100% of the classrooms. It will be aligned to the TEKS, bite-sized, and able to be completed in one day. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. Students will know what they should learn during the lesson. **Staff Responsible for Monitoring:** Classroom teachers, MCLs, Leadership **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

300

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

Performance Objective 4: By May 2023, 45% of students, 3rd-5th, will reach STAAR Meets/Masters in Reading.

High Priority

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

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** MCLs, classroom teachers, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				301

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will ask at least two Costa's level 3 questions daily that align with the TEKS, evident in their lesson plans and weekly walkthroughs. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** MCLs, classroom teachers, leadership **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The Instructional Leadership Team will conduct focused walkthroughs to identify the GAP, meet with the teacher to name the GAP, and then coach the teacher to practice the activity or lesson before presenting it to students in the classroom. **Strategy's Expected Result/Impact:** Through focused walkthroughs and collaborative discussions between the leadership team, all teachers will be able to SEE the GAP, NAME the GAP, and CLOSE the GAP. **Staff Responsible for Monitoring:** ILT **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

302

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

Performance Objective 5: 100% of classroom teachers will incorporate blended learning by May 2023.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Dowling will utilize technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all, including the following: Schoology SeeSaw Online Literacy Libraries Eduphoria Brainchild Imagine Learning IStation Generation Genius Accelerated Reader Brain Pop Flocabulary Summit K12 Choice Boards Technology Stations **Strategy's Expected Result/Impact:** Increase in percent of students showing growth on EOY MAP as compared to BOY MAP in reading, math, and science. Increase of percentage of students showing growth on TELPAS. **Staff Responsible for Monitoring:** Principals Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				303

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in a book study about Blended Learning in Spring 2023. **Strategy's Expected Result/Impact:** 100% of classrooms will begin to implement blended learning by May 2023 leading to increased student engagement. **Staff Responsible for Monitoring:** Administrators Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

304

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of Kindergarten students who meet their projected growth on MAP will increase from 37% to 60% by May 2023.

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade-level teachers will complete HB 4545 Reading Academies by May 2023. **Strategy's Expected Result/Impact:** Teachers will gain in-depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership, District Leadership **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				305

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough				

observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores

Staff Responsible for Monitoring: Leadership

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of 1st-grade students who meet their projected growth on MAP will increase from 35% to 60% by May 2023.

High Priority

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High-impact tutoring for all students scoring in the Approaches level or below for a minimum 2 hours weekly. **Strategy's Expected Result/Impact:** Student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** classroom teachers, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				307

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Grade-level teachers will complete HB 4545 Reading Academies by May 2023. **Strategy's Expected Result/Impact:** Teachers will gain in-depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership, District Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of 2nd-grade students who meet their projected growth on MAP will increase from 68% to 75% by May 2023.

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

Evaluation Data Sources: NWEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Differentiated instruction will be provided to all students based upon the performance of specific TEKS on the short cycle assessments and MAP results. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				308

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Grade-level teachers will complete HB 4545 Reading Academies by May 2023. **Strategy's Expected Result/Impact:** Teachers will gain in-depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership, District Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: The percentage of 3rd-grade students who meet their projected growth on MAP will increase from 51% to 65% by May 2023.

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

Evaluation Data Sources: NWEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade-level teachers will receive weekly training, coaching, and mentoring from the MCL and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom Teachers, MCL, Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				309

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Differentiated instruction will be provided to all students based on the performance of specific TEKS on SCAs. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers, MCL, leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: Dowling's teacher retention percentage will increase to 70% by May 2023.

Evaluation Data Sources: Teacher retention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly staff celebrations will be planned and implemented by the Sunshine Committee to recognize teacher birthdays, staff members of the month, etc.. **Strategy's Expected Result/Impact:** Teacher retention **Staff Responsible for Monitoring:** Sunshine Committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				310

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The ILT will develop a list of teacher non-negotiables and expectations to define clear expectations and reduce the overlap of tasks. **Strategy's Expected Result/Impact:** Clear teacher expectations and reduced overlap in tasks **Staff Responsible for Monitoring:** ILT **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 6: Dowling will provide strategic staffing and compensation systems during 2022-2023.

Evaluation Data Sources: Staffing models
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Expand Opportunity Culture to extend the reach of excellent teachers and their teams during 2022-2023. **Strategy's Expected Result/Impact:** Improve student outcomes; improve teacher retention and effectiveness; eliminate teacher vacancies; increase teacher pipeline; provide differentiated compensation. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** MCL funding from replacing Instructional Coach - Title One School-wide - $75,670				311

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Educate teachers on the TEA Teacher Incentive Allotment Plan. **Strategy's Expected Result/Impact:** Increase teacher recruitment and retention of highly effective teachers. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 1: 100% of classrooms will use AVID strategies across all subjects.

Evaluation Data Sources: AVID Site Team documentation
Lesson Plans
Student planners and binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The AVID Site Team will send a weekly newsletter highlighting classroom successes using AVID strategies. **Strategy's Expected Result/Impact:** Teachers will have an increased awareness of how to implement AVID in their classrooms. **Staff Responsible for Monitoring:** AVID Site Team **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				312

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will submit documentation of the use of AVID strategies in the form of pictures or other artifacts to their grade-level Site Team members at least monthly. **Strategy's Expected Result/Impact:** 100% of classrooms will use AVID strategies Documentation will be collected weekly **Staff Responsible for Monitoring:** AVID Site Team **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Panorama data in School Connectedness will increase from 65% to 75% by May 2023.

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

Evaluation Data Sources: Increased Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Strategy's Expected Result/Impact:** SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Staff Responsible for Monitoring:** CIS Coordinator Teachers Counselor Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				313

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students in all grade levels will have classroom jobs to develop a sense of a School Family. Students in grades 3-5 can apply for campus jobs as Junior VIPS. **Strategy's Expected Result/Impact:** Panorama data for the question related to belonging at school will increase from 2022 to 2023. **Staff Responsible for Monitoring:** Teachers; Leadership **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Panorama Data for Self-Efficacy will increase from 57% to 67% by May 2023.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will use Morning Affirmations with all students to build self-esteem. **Strategy's Expected Result/Impact:** Students will have positive affirmations they can repeat to themselves when they are facing challenges in the classroom. **Staff Responsible for Monitoring:** Teachers; Leadership **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				314

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will set SEL and academic goals for themselves. Students will reflect on their goals and track their progress towards meeting them. **Strategy's Expected Result/Impact:** Students will learn how to set short-term and long-term goals and determine the steps needed to reach those goals. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 4: The 7 Mindsets SEL curriculum will be implemented daily in 100% of classrooms.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Reduction discipline referrals, observations,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: After morning announcements, classroom teachers spend 15-20 minutes on 7 Mindset lessons with their students. **Strategy's Expected Result/Impact:** self-regulation behaviors by students, reduction of behavior referrals, increased student engagement in academic instruction **Staff Responsible for Monitoring:** Classroom teachers, campus leadership **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				315

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All classroom teachers will be trained to implement the 7 Mindsets curriculum and receive support as needed from the School Counselor. **Strategy's Expected Result/Impact:** All classroom teachers will know how to effectively implement the 7				

Mindsets **Staff Responsible for Monitoring:** Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

316

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

Performance Objective 5: Students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance and attendance.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Attendance Data
Grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Community Outreach Center (COC) social workers, specialists, and Communities in Schools (CIS) will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets. **Strategy's Expected Result/Impact:** Psycho social barriers will be removed so student attendance will be expected to increase to 94%. **Staff Responsible for Monitoring:** CIS Coordinator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				317

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dowling teachers and administrators will track these students' attendance and academic progress each quarter and provide interventions to help remove barriers to school attendance and success. **Strategy's Expected Result/Impact:** Psycho-social barriers will be removed, so student attendance will be expected to increase to 94%. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 6: Dowling will develop a plan to increase the number of students on grade level by grade 3 to 65% by May 2023.

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

Evaluation Data Sources: MAP Growth Assessment, Dyslexia Screener Kinder and 1st grade

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Dowling will strengthen the instruction in K through 2nd-grade classrooms by supporting the teachers on the instructional framework implementation, through observation/feedback coaching. **Strategy's Expected Result/Impact:** % of 3rd-grade students achieving the meets or exceeds level in both reading and math on STAAR will increase. **Staff Responsible for Monitoring:** Campus Leadership, C&I Specialists, Content Coordinators, MCLs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				318

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dowling will hold parent meetings for Kindergarten and 1st grade parents to review expectations and provide activities to reinforce learning at home. **Strategy's Expected Result/Impact:** Increased number of students meeting growth measure on MAP reading and math. Increased attendance percentages in kindergarten and first grade. **Staff Responsible for Monitoring:** K-1 Teachers CIS Coordinator Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent materials for reading and math - Title One School-wide - $1,501				

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

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

Performance Objective 7: Dowling will plan and implement a "College and Career Month" to bring awareness of postsecondary opportunities.

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

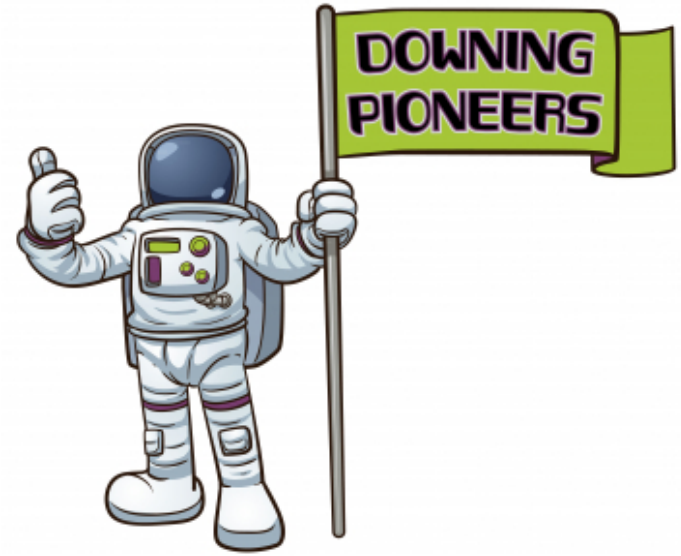
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The AVID Committee, in cooperation with the CIS Coordinator and Counselor, will plan and implement a school-wide College and Career month in October. **Strategy's Expected Result/Impact:** Increased student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** AVID Committee CIS Coordinator Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				319

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Edward K. Downing Elementary

2022-2023 Campus Improvement Plan



320

Board Goals

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

Performance Objective 1: By May 2023, 45% of students, K-5th, will reach their individual RIT Growth scores in MAP Math and Reading.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP RIT scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Admin, lead teachers, IC, MCLs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in RIT scores for MAP and STAAR EOY scores.				

Staff Responsible for Monitoring: Admin, IC, MCLs, Lead Teachers.

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

 No Progress Accomplished Continue/Modify Discontinue

322

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

Performance Objective 2: Downing students will show a 5% increase in MAP growth from BOY to EOY.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: MAP BOY and EOY data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Prioritize Tier I instruction with whole group teaching. **Strategy's Expected Result/Impact:** Students will perform at a higher academic level. **Staff Responsible for Monitoring:** Admin, MCLs, IC **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				323

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

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

Performance Objective 3: The percentage of students achieving meets standard in grades 3-5 will increase from 48% to 58% as measured by the 2023 STAAR READING assessment.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership Team (MCLs and Lead Teachers) will meet with the campus leadership and grade level teams to align best practices and TIER 1 instruction to the TEK standard. **Strategy's Expected Result/Impact:** All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction which will be evident in classroom observations, student performance and progress **Staff Responsible for Monitoring:** ADMIN **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: The percentage of students achieving meets standard in grades 3-5 will increase from 52% to 62% as measured by the 2023 STAAR MATH assessment

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				325

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Parents will actively partner through attending quarterly parent engagement activities at school.

High Priority

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

Evaluation Data Sources: Academic family nights/ online parent survey after engagement activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will host quarterly academic nights on campus. **Strategy's Expected Result/Impact:** Students will feel more connectedness and parents more invested in students' learning. **Staff Responsible for Monitoring:** Admin, MCLs, IC **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Title I Parent Engagement Money - Title One School-wide - $1,500				326

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus reading and math teachers will host one night each semester (either a math or a reading night) for parent involvement. **Strategy's Expected Result/Impact:** Parent engagement and gain an understanding of how to assist their students' in reading and math. **Staff Responsible for Monitoring:** Math and Reading teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: The percentage of Kindergarten students reading at or above grade level will increase from 44% to 51% by May 2023.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Walkthroughs, coaching, MCLs, IC,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Admin, lead teachers, IC, MCLs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				327

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in RIT scores for MAP and STAAR EOY scores. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores. **Strategy's Expected Result/Impact:** RIT scores on MAP and benchmark data will increase. **Staff Responsible for Monitoring:** Admin, IC, MCLs, Lead Teachers. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

328

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

Performance Objective 2: The percentage of 1st grade students reading at or above grade level will increase from 28% to 35% by May 2023.

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

Evaluation Data Sources: MAP RIT scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Admin, MCLs, Lead Teachers, IC **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				329

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in RIT scores for MAP and STAAR EOY scores. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores. **Strategy's Expected Result/Impact:** RIT scores on MAP and benchmark data will increase. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

330

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

Performance Objective 3: The percentage of 2nd grade students reading at or above grade level will increase from 31% to 50% to by May 2023.

Evaluation Data Sources: MAP RIT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Admin, MCLs, Lead Teachers, IC				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in RIT scores for MAP. **Staff Responsible for Monitoring:** Admin, MCLs, Lead Teachers, IC **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: The percentage of 3rd grade students reading at or above grade level will increase from 44% to 51% by May 2023.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP RIT scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Admin, MCLs, Lead Teachers, IC **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				332

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in RIT scores for MAP and STAAR EOY scores. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores. **Strategy's Expected Result/Impact:** RIT scores on MAP and benchmark data will increase. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

333

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

Performance Objective 5: The percentage of 3rd grade students reading at or above grade level will increase from 44% to 51% by May 2023.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Benchmark data and STAAR Scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				334

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in RIT scores for MAP and STAAR EOY scores. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores. **Strategy's Expected Result/Impact:** Benchmark data and STAAR Scores. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

335

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

Performance Objective 6: District policies support the effective use of standards-aligned, high quality instructional materials and assessments.

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Data, interim assessments, SCAs, monthly assessments (Istation), formative and summative assessments, walk-throughs, observation feedback, and PLCs.

Strategy 1 Details	Reviews			
Strategy 1: Data driven PLCs and holding tight to the district framework.	Formative			Summative
Strategy's Expected Result/Impact: DDI process will be followed in all PLCs and district frameworks followed.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators, MCLs, Instructional Coach, Lead Teacher **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Teacher Lead Stipend - Title One School-wide - $8,000				336

Strategy 2 Details	Reviews			
Strategy 2: Teachers create lesson plans that follow the district framework with timestamps.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will follow the specificity in the lesson plans that follow the district framework.	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: MCLs will utilize the coaching cycle to help support all teachers. **Strategy's Expected Result/Impact:** Teachers will grow in their craft, as well as student achievement will increase across all grade levels. **Staff Responsible for Monitoring:** MCLs, Admin, and IC. **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

337

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

Performance Objective 7: Downing has a designated time daily for Response to Intervention.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Classroom schedules, observations, student data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district approved intervention resources to close gaps. **Strategy's Expected Result/Impact:** Student gaps will begin to close in all subject areas. **Staff Responsible for Monitoring:** Admin., IC, MCLs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				338

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teacher will provide after school tutoring for targeted students. **Strategy's Expected Result/Impact:** Student STAAR results will increase by May 2023. **Staff Responsible for Monitoring:** Admin., IC, MCLs, classroom teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** After school tutoring - Title One School-wide - $40,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High impact tutoring for all students scoring in the approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase of student RIT scores on MAP and STAAR scores in Spring assessment. **Staff Responsible for Monitoring:** Admin, MCLs, Lead Teachers, IC **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

339

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

Performance Objective 1: Panorama data in the area of school connectedness will increase from 71% to 80% in school data in grades 3-5.

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

Evaluation Data Sources: SchoolStatus, parent engagement meetings, open house, family nights, etc.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Title I funds will be utilized to assist in helping with parent engagement. **Strategy's Expected Result/Impact:** Parents will attend school functions. **Staff Responsible for Monitoring:** Admin. **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				340

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: One hundred percent of the campus 4-5th grade teachers will implement one AVID strategy each month for students in grades 4-5th for the 2022-2023 school year.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Walkthroughs and coaching

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Have AVID come out to do an after school training for teachers to learn to implement AVID strategies well. **Strategy's Expected Result/Impact:** Increased engagement and rigor in classrooms. **Staff Responsible for Monitoring:** Admin, MCLs, IC, Lead Teachers				

No Progress | Accomplished | Continue/Modify | Discontinue

341

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

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

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Admin and teachers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leadership will meet with students in 3rd-5th grade students after the beginning of year and middle of year MAP assessments, before STAAR assessment to review performance/progress and set new goals. **Strategy's Expected Result/Impact:** Increased student participation, organization, performance, and accountability. **Staff Responsible for Monitoring:** Teachers and Admin. **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				342

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All 3-5th grade students will use AVID planners to track their classwork and goals. **Strategy's Expected Result/Impact:** Increased student participation, organization, performance, and accountability. **Staff Responsible for Monitoring:** Teachers and admin. **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Title 1 parent engagement activities will be prioritized for training and collaborating with parents on instruction, behavior, and SEL. **Strategy's Expected Result/Impact:** Title 1 documentation, sign in sheets, agendas, powerpoints **Staff Responsible for Monitoring:** Admin. **Title I:** 2.5, 2.6, 4.2 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: The 7 Mindsets SEL curriculum will be implemented each Monday and referenced throughout the week.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Counselor

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: After morning announcements on Mondays, classroom teachers will spend 15-20 minutes on 7 SEL Mindset lessons with their students. **Strategy's Expected Result/Impact:** Reduction discipline referrals, behavior observations, increased student engagement in instruction **Staff Responsible for Monitoring:** Counselor, Admin., Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				344

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff members and leadership will use the strategies learning during 7 Mindset lessons when conferencing with a student about misbehavior and redirect. **Strategy's Expected Result/Impact:** Change student behavior with a more positive interaction. **Staff Responsible for Monitoring:** Counselor, Admin., Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: School counselor will lead some character and SEL trainings for teachers. **Strategy's Expected Result/Impact:** Help teachers build on their SEL repertoire. **Staff Responsible for Monitoring:** Counselor and teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

345

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

Performance Objective 5: Panorama data in the area of Feedback and Coaching will increase from 58% to 65% for staff and 32% to 45% for teachers.

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

Evaluation Data Sources: Walkthroughs, Coaching, PLCs, grade level meetings, panorama survey, campus climate surveys.

Ector County Independent School District

Murry Fly Elementary

2022-2023 Campus Improvement Plan

347

Board Goals

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

Performance Objective 1: By May 2023, the percentage of all K-5 students meeting their projected MAP reading score will increase from 51% to 58%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: EOY MAP Test

Strategy 1 Details	Reviews			348
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data-driven instruction. **Strategy's Expected Result/Impact:** More effective planning and focused instructional delivery to insure all students meet their progress goals. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will conference with students monthly to set goals and chart those goals in a data folder. Data folders will go home every month for parents to review and discuss with their student. **Strategy's Expected Result/Impact:** Students aware of their goals and progress will achieve their goals. MAP reading score will increase from 51% to 58%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will work on I-station reading 2-3 times per week for a minimum of 30 minutes daily. **Strategy's Expected Result/Impact:** 58% of students will achieve their progress goal. After MAP testing, I-Station puts students on a pathway to meet their MAP progress goals. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				349

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By May 2023, the percentage of all K-5 students meeting their projected MAP math score will increase from 70% to 75%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: EOY MAP Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. **Strategy's Expected Result/Impact:** More effective planning and focused instructional delivery to insure all students meet their progress goals. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				350

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will conference with students monthly to set goals and chart those goals in a data folder. Data folders will go home every month for parents to review and discuss with their student. **Strategy's Expected Result/Impact:** Students will focus and monitor their individualized goal to ensure achievement. In result, MAP math scores will increase from 70% to 75%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will work on IStation Math or Imagine Math 2-3 times per week for a minimum of 30 minutes daily. **Strategy's Expected Result/Impact:** 75% of students will achieve their progress goal. After MAP testing, Imagine Math puts students on a pathway to meet their MAP progress goals. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: By May 2023, students achieving the Meets Standard in math on STAAR will increase by 10%.
3rd Grade Math meets from 27% to 37%
4th Grade Math meets from 37% to 47%
5th Grade Math meets from 46% to 56%

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: 2023 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly will follow the district math curriculum and scope and sequence to ensure student growth. **Strategy's Expected Result/Impact:** 3rd Grade Math meets from 27% to 37% 4th Grade Math meets from 37% to 47% 5th Grade Math meets from 46% to 56% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly Math Teachers will incorporate Number Talks into their daily lessons to build math fluency and ensure student growth. **Strategy's Expected Result/Impact:** 3rd Grade Math meets from 27% to 37% 4th Grade Math meets from 37% to 47% 5th Grade Math meets from 46% to 56% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. Teachers will analyze unit testing data as well as MAP reports. **Strategy's Expected Result/Impact:** 3rd Grade Math meets from 27% to 37% 4th Grade Math meets from 37% to 47% 5th Grade Math meets from 46% to 56% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				353

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will utilize Lonestar math which targets the TEKS on a daily basis. **Strategy's Expected Result/Impact:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Murry Fly will have qualified teacher leads that will 1. Help coordinate grade level PLC agendas 2. Plan and lead Knows/Shows & create exemplars for weekly DDI PLC I meeting 3. Plan and lead DDI PLC II meetings after the SCA's 4. Ensure grade level team schedules include reteach/reassess on calendar 5. Maintain a log of attendance and agendas of weekly meetings in SchoolMint Grow 6. Assist teachers with the development and the use of the school-wide instructional priorities and strategies to improve instruction and serve as a resource person for accessing C&I resources in Schoology 7. Plan & coordinate activities with vertical team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units. **Strategy's Expected Result/Impact:** 3rd Grade Math meets from 27% to 37% 4th Grade Math meets from 37% to 47% 5th Grade Math meets from 46% to 56% **Staff Responsible for Monitoring:** MCLs and Campus Administrators **Funding Sources:** - Title One School-wide - $24,500				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: By May 2023, students achieving the Meets Standard in reading on STAAR will increase by 10%.
3rd Grade Reading meets from 26% to 36%
4th Grade Reading meets from 42% to 52%
5th Grade Reading meets from 44% to 54%

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: 2023 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth. **Strategy's Expected Result/Impact:** 3rd Grade Reading meets from 26% to 36% 4th Grade Reading meets from 42% to 52% 5th Grade Reading meets from 44% to 54% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly Math Teachers will conduct fluency checks and guided reading groups into their daily lessons to build reading fluency and comprehension to ensure student growth. **Strategy's Expected Result/Impact:** 3rd Grade Reading meets from 26% to 36% 4th Grade Reading meets from 42% to 52% 5th Grade Reading meets from 44% to 54% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. Teachers will analyze unit testing data as well as MAP reports. **Strategy's Expected Result/Impact:** 3rd Grade Reading meets from 26% to 36% 4th Grade Reading meets from 42% to 52% 5th Grade Reading meets from 44% to 54% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				356

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: By May 2023, the percentage of all Kindergarten students meeting their projected growth MAP reading score will increase from 44% to 56%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: EOY MAP test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. **Strategy's Expected Result/Impact:** MAP reading score will increase from 44% to 56%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Utilization of and guided Math and Reading. LLI kits will be utilized for literacy intervention. **Strategy's Expected Result/Impact:** MAP reading score will increase from 44% to 56%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Utilization of and guided Math and Reading. LLI kits will be utilized for literacy intervention. **Strategy's Expected Result/Impact:** MAP reading score will increase from 44% to 56%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: By May 2023, the percentage of all 1st-grade students meeting their projected growth MAP reading score will increase from 48% to 58%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: EOY MAP test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. **Strategy's Expected Result/Impact:** MAP reading score will increase from 48% to 58%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Utilization of and guided Math and Reading. LLI kits will be utilized for literacy intervention. **Strategy's Expected Result/Impact:** MAP reading score will increase from 48% to 58%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: By May 2023, the percentage of all 2nd-grade students meeting their projected growth MAP reading score will increase from 35% to 56%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: EOY MAP Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. **Strategy's Expected Result/Impact:** MAP reading score will increase from 35% to 56%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Utilization of and guided Math and Reading. LLI kits will be utilized for literacy intervention. **Strategy's Expected Result/Impact:** MAP reading score will increase from 35% to 56%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: By May 2023, the percentage of all 3rd-grade students meeting their projected growth MAP reading score will increase from 52% to 62%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: EOY MAP Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. **Strategy's Expected Result/Impact:** MAP reading score will increase from 52% to 62% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Utilization of and guided Math and Reading. LLI kits will be utilized for literacy intervention. **Strategy's Expected Result/Impact:** MAP reading score will increase from 52% to 62% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: By May 2023, the percentage of 3rd-grade students scoring Meets and Masters on the STAAR test will increase by 10% points in Reading.
3rd Grade Reading meets from 26% to 36%
3rd Grade Reading masters from 16% to 26%

High Priority

HB3 Board Goal

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: EOY STAAR Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. **Strategy's Expected Result/Impact:** 3rd Grade Reading meets from 26% to 36% 3rd Grade Reading masters from 16% to 26% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Utilization of and guided Math and Reading. LLI kits will be utilized for literacy intervention. **Strategy's Expected Result/Impact:** 3rd Grade Reading meets from 26% to 36% 3rd Grade Reading masters from 16% to 26% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Murry Fly will employ a dyslexia teacher to implement the Take Flight Program. **Strategy's Expected Result/Impact:** Increased reading fluency and better reading scores. **Staff Responsible for Monitoring:** Campus administration/Dyslexia Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $75,000				363

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Supplemental resources such as Forde and Ferrier, Mentoring Minds, Step up to the TEKS, and STAAR READY will be utilized for both classroom and small group targeted interventions in 2nd-5th grade. **Strategy's Expected Result/Impact:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: An after-school tutoring program will be implemented in order to move students from approaches to meets grade level. **Strategy's Expected Result/Impact:** Students will demonstrate a 36% Meets rate on the 2023 STAAR Reading Test. **Staff Responsible for Monitoring:** Campus administration/Small group tutors **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Title One School-wide				

 No Progress Accomplished Continue/Modify Discontinue

364

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

Performance Objective 1: School-wide Panorama data in the area of student School Connectedness will increase from 74%-80%.

High Priority

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

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each classroom teacher will incorporate daily SEL using the 7 Mindsets. Classroom discussions and activities will be conducted daily to build rapport and increase positive mindsets for students and staff. **Strategy's Expected Result/Impact:** School Connectedness will increase from 74%-80% **Staff Responsible for Monitoring:** Classroom teachers, aides, counselor, administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				365

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student and parent engagement and activities will increase. Activities such as parent nights, student involvement, and student/teacher monthly recognition will be implemented monthly **Strategy's Expected Result/Impact:** School Connectedness will increase from 74%-80% **Staff Responsible for Monitoring:** Classroom teachers, aides, counselor, administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

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

Performance Objective 2: School-wide Panorama data in the area of student Supportive relationships will increase from 90%-92%.

High Priority

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

Evaluation Data Sources: Reduced student referrals
increased attendance
increased student engagement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Classroom teachers will schedule a designated time to implement 5-10 minutes of the 7 Mindsets. Resources will be provided by the counselor as well as walk-throughs. **Strategy's Expected Result/Impact:** implement The 7 Mindsets SEL curriculum daily. **Staff Responsible for Monitoring:** Classroom teachers and counselor **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Evidence that 7 Mindsets will be posted throughout the school such as displaying student activities and journals. **Strategy's Expected Result/Impact:** implement The 7 Mindsets SEL curriculum daily. **Staff Responsible for Monitoring:** Classroom teachers and counselor **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Murry Fly will employ a part-time SAS counselor to address students' social-emotional learning needs. **Strategy's Expected Result/Impact:** Increased student engagement and attendance. **Staff Responsible for Monitoring:** Campus administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Murry Fly will house a full time social worker from Communities in Schools The social worker will work with at risk students and their families to address attendance and academic issues. The social worker will also help with basic necessities, such as food, clothing, and hygiene products. **Strategy's Expected Result/Impact:** Increase attendance/ increased academic achievement/ increased sense of belonging **Staff Responsible for Monitoring:** Principal				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: 100% of students will be prepared for college coursework through the implementation of AVID strategies in 4th-5th grade.

High Priority

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

Evaluation Data Sources: Planners
interactive notebooks
lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All 4th-5th grade students will take home communication planners every day. Students will use interactive notebooks in their ELAR and Math classes. **Strategy's Expected Result/Impact:** Students will increase their organizational and note taking skills. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				368

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Encourage all staff members to participate in college awareness days by discussing the importance of post-secondary education. **Strategy's Expected Result/Impact:** Students are exposed to the importance of and made aware of all the options that they have for their post-secondary education. **Staff Responsible for Monitoring:** Leadership team **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Fly student attendance rate will increase from 91% to 94.7% by May 2023.

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

Evaluation Data Sources: District attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance contracts will be done on all students reaching the 90% or less threshold on absences. **Strategy's Expected Result/Impact:** Improved rate of attendance **Staff Responsible for Monitoring:** Counselor/attendance clerk/teacher/campus administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				369

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly will have attendance incentives per grade level. The campus will have good attendance prizes every 9 weeks to promote good attendance. **Strategy's Expected Result/Impact:** Improved rate of attendance **Staff Responsible for Monitoring:** Counselor/attendance clerk/teacher/campus administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Murry Fly will focus on contacting parents to discuss absenteeism and find solutions to improve student attendance. **Strategy's Expected Result/Impact:** Improved rate of attendance **Staff Responsible for Monitoring:** Counselor/attendance clerk/teacher/campus administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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Ector County Independent School District

Goliad Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: C

371

Board Goals

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

Performance Objective 1: 45% of 3rd-5th grade students will achieve the meets standard in Reading on STAAR 2023.
3rd Grade Reading 25% to 45%
4th Grade Reading 12% to 45%
5th Grade Reading 33% to 45%

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

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Evaluation Data Sources: MAP assessments
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will be provided with high quality Tier I instruction and targeted small group instruction. **Strategy's Expected Result/Impact:** Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75% **Staff Responsible for Monitoring:** Admin and teachers - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum **Funding Sources:** Curriculum Associates Resources - Title One School- Improvement - $20,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Goliad will effectively implement Accelerated Reader for grades K-5th grade to increase high-quality reading practice that fuels academic growth. **Strategy's Expected Result/Impact:** Students meet projected grade level norms on NWEA MAP reading for the 23 school year. **Staff Responsible for Monitoring:** Teachers Admin Library Clerk **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Renaissance/Accelerated Reader - Title One School- Improvement - $9,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Title I Certified Part-time tutor and Dyslexia teacher will provide intense, targeted reading small group instruction to meet student academic needs for 504 and other student populations. **Strategy's Expected Result/Impact:** Monitor student progress monthly. Improve student growth based on Istation and MAP. **Staff Responsible for Monitoring:** 3rd Grade Teachers Leadership MCL **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Goliad will utilize the DDI process consistently and effectively to improve planning, lesson delivery, and student achievement. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. **Strategy's Expected Result/Impact:** 45% of 3-5th grade students will achieve the meets standard in Reading on STAAR 2023. **Staff Responsible for Monitoring:** Leadership and Teachers Title I Tutor **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

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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 2: Students achieving the Meets Standard on state assessments in Math will increase to at least 45% in each tested grade level by May 2023.
3rd Grade Math from 20% to 45%
4th Grade Math from 19% to 45%
5th Grade Math from 30% to 45%

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR
MAP
SCAS
Benchmarks

375

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will be provided with high quality Tier I instruction and targeted small group instruction. **Strategy's Expected Result/Impact:** Students will meet expected RIT Growth. **Staff Responsible for Monitoring:** Teachers & Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools -				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide intervention for identified students: Do the Math will be provided for students who are not making progress on MAP and Istation Math. **Strategy's Expected Result/Impact:** MAP Growth Istation Math Growth **Staff Responsible for Monitoring:** MCLS TEACHERS LEADERSHIP **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				376

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: 70% of students in K-5th will meet or exceed individual reading growth projections based on MAP by May 2023.
55%-70%

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP assessment progress and data results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide students with effective Tier I instruction and targeted intervention that is relevant and appropriate for diverse learners in the classroom setting. **Strategy's Expected Result/Impact:** Improvement in student growth in all grades and subjects. **Staff Responsible for Monitoring:** MCLS Grade Level Teams, Dyslexia Teacher Tutor Administrators **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Curriculum & Associates and Sirius Resources - Title One School- Improvement - $20,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Title I Certified Part-time tutor, Dyslexia teacher, and a Title I Instructional Aide will provide intense, targeted reading small group instruction to meet student academic needs for 504 and other student populations. **Strategy's Expected Result/Impact:** Monitor student progress monthly. Improve student growth based on Istation and MAP. **Staff Responsible for Monitoring:** Admin, teachers, certified Title I tutor, and dyslexia teacher and counselor **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** Dyslexia teacher - Title One School-wide, Certified Part-time Tutor Title I - Title One School- Improvement - $24,000, Title I Instructional Aide - Title One School- Improvement - $24,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. **Strategy's Expected Result/Impact:** Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75% Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58% Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51% 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35% **Staff Responsible for Monitoring:** Leadership Team Lead Teachers MCLs **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Opportunity Culture MCLS - Title One School-wide - $70,000, Team Lead Stipends - Title One School- Improvement - $16,000, Professional Development Curriculum Associates, Renaissance, Get Your Teach On, Parenting Partners - Title One School- Improvement - $25,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Goliad will utilize the DDI process consistently and effectively to improve planning, lesson delivery, and student achievement. **Strategy's Expected Result/Impact:** Weekly PLC agendas, minutes, walk-through feedback, DDI, assessment progress and data results **Staff Responsible for Monitoring:** Leadership Team MCLS MTRT **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: 70% of students in K-5th will meet or exceed individual Math growth projections based on MAP by May 2023.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Math MAP assessment progress and data results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards. Use data driven instruction processes and provide targeted instruction consistently and effectively. **Strategy's Expected Result/Impact:** Improve student growth measured by MAP BOY, MOY and EOY **Staff Responsible for Monitoring:** Teachers and leadership Team **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				380

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. Additional resources such as Curriculum Associates and Sirius materials will be used to provide additional targeted math intervention. **Strategy's Expected Result/Impact:** Improve student growth measured by MAP BOY, MOY and EOY **Staff Responsible for Monitoring:** Administrators, Teachers, MCLS **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Istation Math will be piloted this school year in order to provide specialized learning paths for each student which will improve learning outcomes. **Strategy's Expected Result/Impact:** 70% will meet project MAP RIT. 45% will achieve MEETS on STAAR in 3-5th. **Staff Responsible for Monitoring:** Leadership Teachers **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will effectively utilize Do the Math Resources to provide targeted small group instruction. **Strategy's Expected Result/Impact:** 70% will meet project Math MAP RIT. **Staff Responsible for Monitoring:** Teachers Leadership **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				381

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Goliad's annual student attendance will increase from 89% in 2022 to 94.7% in 2023.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Weekly Attendance Reports
Eduphoria documentation completed by required staff member
Contracts up to date

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Required expectation of student attendance outlined in district policy will be communicated to parents during parent meetings and conferences. **Strategy's Expected Result/Impact:** Goliad weekly attendance report will be reviewed by AP and clerk. Staff will follow necessary steps and documentation to improve attendance. **Staff Responsible for Monitoring:** Principal AP Clerk Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Staff training on procedures for attendance documentation in Eduphoria and attendance committee will review every 3 weeks.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Attendance committee will review and make appropriate contacts to improve student attendance. Intervention pieces will be placed and monitored. **Staff Responsible for Monitoring:** Administrators Clerk Teachers Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Goliad will utilize platform Kinvo and School Status to communicate student attendance with parents.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improve student attendance each week. **Staff Responsible for Monitoring:** Administrators Clerk Teachers Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Goliad will provide incentives for perfect attendance goals met monthly to improve attendance to 93%.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improve student attendance to be at or above state average. **Staff Responsible for Monitoring:** Administrators, teachers, clerk and counselor.				

- TEA Priorities: Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Incentives - Local				

 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: 3rd grade students reading meets level will increase from 25% percent to 35% as measured by the 2023 STAAR assessment.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Short cycle assessments, district benchmarks, 2022 STAAR, MAP assessment, reteach assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** Increase number of students achieving Meets/on grade level from 33 to 45% **Staff Responsible for Monitoring:** Teachers and leadership team **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				385

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards. Do the Math will be used for targeted intervention. **Strategy's Expected Result/Impact:** Increase meets from 33 to 45 percent. **Staff Responsible for Monitoring:** Teachers and leadership team **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: By the end of the 2023 school year, 70% of Kindergarten students will meet their projected reading RIT growth standard on NWEA MAP assessment.
2022 32%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP
Istation
SCAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Effective planning, instruction delivery, and assessment alignment. Improved growth on MAP to 70%. **Staff Responsible for Monitoring:** Teachers and Leadership Team Tutor **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** ROI reports on Istation measure progress MAP BOY/MOY/EOY **Staff Responsible for Monitoring:** MCLS teachers Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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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: By the end of the 2023 school year, 70% of first grade students will meet their projected reading RIT growth standard on NWEA MAP assessment.
2022 59%

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

Evaluation Data Sources: MAP
Istation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3 times a year **Staff Responsible for Monitoring:** Team Leads Admin Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

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

 No Progress Accomplished Continue/Modify Discontinue

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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: By the end of the 2023 school year, 70% of second grade students will meet their projected RIT growth standard on Reading NWEA MAP assessment.
2022 44%

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP
Istation
SCAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3 times a year **Staff Responsible for Monitoring:** Teachers Team Leads Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: By the end of the 2023 school year, 70% of third grade students will meet their projected RIT growth standard on Reading NWEA MAP assessment.
2022 61%

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP
Istation
SCAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** Student academic growth as evidenced in Istation monthly tests and MAP assessments 3 times a year. Target 70% growth **Staff Responsible for Monitoring:** MCLs Leadership Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Title I tutor will provide additional targeted support. **Strategy's Expected Result/Impact:** 71% MAP Reading Growth **Staff Responsible for Monitoring:** Title I Tutor **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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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 6: By the end of the 22-2023 school year, 70% of PK students will demonstrate growth on Circle assessment.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: Circle Assessment, formal and informal assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will monitor student progress, use data driven instruction processes and provide targeted intervention when needed. **Strategy's Expected Result/Impact:** Increase number of students achieving Meets/on grade level **Staff Responsible for Monitoring:** Teachers and Leadership Team **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				394

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: PK teachers will implement Conscious Discipline to meet student needs. **Strategy's Expected Result/Impact:** Improved student academic and social behaviors. **Staff Responsible for Monitoring:** PK Teachers, Counselor Administrators **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 7: The campus teacher retention rate will increase from 51% in 2022 to 75% in 2023

Evaluation Data Sources: walk-throughs, data, surveys
TTESS
Opportunity culture

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Coaching will be implemented by instructional leaders through the use of observation and coaching in order to identify areas of instructional need and teacher growth. **Strategy's Expected Result/Impact:** Grow highly effective teachers that result in student performance Support teacher growth **Staff Responsible for Monitoring:** Leadership team **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				395

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Team Leads in Kinder-2nd will improve a team of teachers' abilities to effectively plan for and deliver high-quality instruction in pursuit of better outcomes for students **Strategy's Expected Result/Impact:** Overall growth in MAP reading and math. 70% **Staff Responsible for Monitoring:** Team Leads, Leadership Grade Level Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement targeted and personalized strategies to support and retain staff, particularly high-performing staff. **Strategy's Expected Result/Impact:** Improve staff retention Panorama Survey results improve Target 85% Staff Belonging **Staff Responsible for Monitoring:** Administrators Counselor **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

396

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 8: Goliad will provide 5 workshops to engage families in student data conferences.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Title I Meetings, conferences, workshops, agendas, surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad will conduct at least 2 curriculum nights for Goliad Families. **Strategy's Expected Result/Impact:** Increase parent engagement, student academic growth and attendance. **Staff Responsible for Monitoring:** Administrators, Office Staff & Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Parenting Partners Resources - Title One School- Improvement - $3,000				397

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff will provide at least 4 Parenting Partners Workshops. **Title I:** 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parenting Partners Workshop training/materials - Title One School- Improvement				

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

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

Performance Objective 1: Panorama data in the area of School Connectedness will increase from 78%-83% in grades 3-5 by the end of the 2023 school year.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey- Improve School Connectedness-Survey
7 Mindsets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL/7mindset research and practice and implement daily for 10-15 minutes. **Strategy's Expected Result/Impact:** Improve self regulation behaviors Increased attendance staff and students. Increase results in Panorama Survey **Staff Responsible for Monitoring:** Counselor Admin **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				398

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: School counselor will conduct SEL lesson in classrooms twice a month. **Strategy's Expected Result/Impact:** Students will apply SEL strategies to help self-regulate their emotions. Increased results on student and staff well-being and supports on the Panorama survey. **Staff Responsible for Monitoring:** Counselor Admin Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

399

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

Performance Objective 2: 100% of Goliad Elementary teachers in grades 3rd-5th grade will implement at least one AVID strategy per week during the 2022-23 school year.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Lesson Plan,
Walkthroughs
PLCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AVID coordinator will model and share at least one AVID strategy during PLCS once a month. **Strategy's Expected Result/Impact:** Improves student achievement and growth. Improve student organization. **Staff Responsible for Monitoring:** 3rd-5th teachers Administrators Counselor **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				400

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers in grades 3rd-5th will implement AVID planners effectively. **Strategy's Expected Result/Impact:** Increase student attendance Increase Student outcomes socially, emotionally, and academically.				

Staff Responsible for Monitoring: Counselor and teachers

Title I:
2.5
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

 No Progress Accomplished Continue/Modify Discontinue

401

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

Performance Objective 3: 100% of students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance and decrease dropout rates.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Attendance
MAP data
STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Communities in Schools Rep (CIS) and school counselor will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets. **Strategy's Expected Result/Impact:** Barriers will be removed so student attendance will be expected to increase to campus goal. **Staff Responsible for Monitoring:** CIS Rep Counselor Admin **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Targeted small group intervention will be provided to students identified OSP/MV. **Strategy's Expected Result/Impact:** Improve attendance to school goal of 94% and student growth measures improves to 70% based on MAP growth. **Staff Responsible for Monitoring:** Title I tutor Admin Teachers **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

403

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

Performance Objective 4: 100% of Goliad Elementary's Staff will provide a safe and supportive learning environment by providing all staff with relevant training on district-wide policies and procedures.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Relay school culture plans rubric, student data in Eduphoria, and PEIMS data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All staff will complete all required ethics, safe schools training, trauma, sexual harassment training and other district required training. **Strategy's Expected Result/Impact:** A safe and supportive environment. **Staff Responsible for Monitoring:** Principals and Leadership Team Classroom Teachers and Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				404

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Goliad will establish school wide systems, routines and expectations through the use of Relay, Conscious Discipline, CHAMPS, and AVID strategies. **Strategy's Expected Result/Impact:** Provide a safe and supportive environment for staff and teachers. **Staff Responsible for Monitoring:** Staff **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-5 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics. **Strategy's Expected Result/Impact:** Students will develop social emotional skills and learn how to self-regulate their emotions. Teachers will develop strategies to reinforce in the classroom. **Staff Responsible for Monitoring:** Administrators Counselor Classroom Teachers and aides **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselor will provide guidance lessons twice a month and implement programs to include bullying prevention at least twice a year. **Strategy's Expected Result/Impact:** Preventive measure established and implemented to prevent bullying. Students will know how to find help from an adult if they are being bullied. **Staff Responsible for Monitoring:** Administrators, Classroom Teachers and Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures. **Strategy's Expected Result/Impact:** Administrators and counselor will train staff on suicide prevention response procedures. All staff will take immediate action when a situation arises. **Staff Responsible for Monitoring:** All Staff Administrators SAS Counselor and School Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Goliad will provide training on all safety drills for staff and practice with students. **Strategy's Expected Result/Impact:** Drills/calendar Feedback Safe and supportive learning environment Panorama Survey **Staff Responsible for Monitoring:** Administrators Counselor Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Gonzales Elementary

2022-2023 Campus Improvement Plan

407

Board Goals

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

Performance Objective 1: By May 2023, 70% of K-5th students will reach their individual RIT Growth scores in MAP Math.

High Priority

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

Evaluation Data Sources: NWEA BOY, MOY, EOY reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Gonzales staff will conduct PLCs using the DDI process to disaggregate MAP data after each administration. **Strategy's Expected Result/Impact:** Over 50% of our Kindergarten students will meet their growth goal for the year. **Staff Responsible for Monitoring:** Teachers, Leadership Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Online tutoring (1 hour weekly) will be given to 3rd - 5th grade students who are performing below grade level. **Strategy's Expected Result/Impact:** MAP growth, higher number of students reaching projected growth goal **Staff Responsible for Monitoring:** Teachers, Leadership team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Parent Engagement committee will plan academic nights focused on engaging families in math activities and training parents as to the importance of TEKS and student performance. **Strategy's Expected Result/Impact:** Parents will have a heightened awareness of math expectations and student data. **Staff Responsible for Monitoring:** Parent engagement team, leadership				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: By May 2023, 70% of K-5th students will reach their individual RIT Growth scores in MAP Reading.

High Priority

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

Evaluation Data Sources: NWEA BOY, MOY, EOY reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Gonzales will implement a schedule for grade levels to dedicate to LLI instruction for students performing below grade level. **Strategy's Expected Result/Impact:** MAP growth, increased number of students reaching projected growth goals. **Staff Responsible for Monitoring:** Teachers, leadership				409

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive training in order to implement appropriate groping practices using Istation and MAP Data. After initial training, teachers will review data monthly and make changes to small groups as needed. **Strategy's Expected Result/Impact:** Students will received focused instruction during small group reading **Staff Responsible for Monitoring:** Teachers, leadership **Funding Sources:** Stipends to give teachers for Saturday PD - Title One School-wide - $5,800				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Parent engagement committee will plan academic nights for families with a focus on literacy slow and building awareness of ELAR TEKS and student progress. **Strategy's Expected Result/Impact:** Parents will gain a Heightened awareness of literacy expectations for students. **Staff Responsible for Monitoring:** Parent engagement committee, teachers, leadership **Funding Sources:** Supplies for academic night r - Title One School-wide - $750				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR DATA at EOY
Monitor MAP and Istation Math, SCA, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PLC meetings will be conducted using the DDI process with fidelity. Emphasis will be placed on creating Meaningful reteach opportunities based on student performance of SCAs. **Strategy's Expected Result/Impact:** Teachers will be able to enhance their lesson delivery through planning and practice. **Staff Responsible for Monitoring:** Teachers, leadership team				410

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus curriculum coach will support departmentalized math teachers in grades 3 through 5 and using district resources and planning using district math framework. **Strategy's Expected Result/Impact:** Leadership team will be able to build capacity and our instructional staff. **Staff Responsible for Monitoring:** Instructional coach, administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Online tutoring service will be provided to students who are performing below grade level on MAP assessment. **Strategy's Expected Result/Impact:** Students will receive targeted instruction and show progress on targeted TEKS **Staff Responsible for Monitoring:** Teachers, instructional coach, administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: A part time tutor will be hired to provide small group instruction to selected students needing targeted intervention from 3rd - 5th grade. **Strategy's Expected Result/Impact:** With focused intervention, students receiving tutoring will gain progress in STAAR performance. **Staff Responsible for Monitoring:** Leadership				

 No Progress Accomplished Continue/Modify Discontinue

411

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

Performance Objective 4: By May 2023, 55% of students in 3rd - 5th grade will reach STAAR Meets/maters in Reading.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR DATA at EOY
Monitor MAP and Istation, SCA, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: . Online tutoring will be provided to students who are performing below grade level. Tutoring will be offered to provide small group instruction to selected students needing targeted intervention from 3rd - 5th grade. **Strategy's Expected Result/Impact:** With focused intervention, students receiving tutoring will gain progress in STAAR performance. **Staff Responsible for Monitoring:** Leadership **Funding Sources:** Tutoring pay - Title One School-wide - $6,000				412

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff will Engage in the DDI process during PLC meetings weekly. Focus will be placed on creating high-quality tier 1 instruction. **Strategy's Expected Result/Impact:** Teachers will be able to effectively plan for instruction. **Staff Responsible for Monitoring:** Teachers, instructional coach, administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Gonzales will implement a schedule for grade levels to dedicate to LLI instruction for students performing below grade level. We will utilize all available staff members to pull small groups for LLI instruction. **Strategy's Expected Result/Impact:** MAP growth, increased number of students reaching projected growth goals. **Staff Responsible for Monitoring:** Teachers, leadership				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Gonzales Elementary's attendance will increase from 90.6% to 93% in 2023.

High Priority

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Gonzales will create an attendance team to promote good attendance and plan incentives for recognition. **Strategy's Expected Result/Impact:** Students will be motivated to attend school regularly. **Staff Responsible for Monitoring:** Attendance team members, leadership **Funding Sources:** Student incentives - Title One School-wide				413

 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 EOY MAP assessment, 50% of Kindergarten students will meet or exceed their projected growth goals.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership team (Instructional coach and Administrators) will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				414

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: By EOY MAP assessment, 50% of 1st grade students will meet or exceed their projected growth goals.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership team (Instructional coach and Administrators) will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				415

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: By EOY MAP assessment, 50% of 2nd grade students will meet or exceed their projected growth goals.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership team (Instructional coach and Administrators) will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				416

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: By EOY MAP assessment, 50% of 3rd grade students will meet or exceed their projected growth goals.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership team (Instructional coach and Administrators) will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				417

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: 50% or greater of our 3rd Grade students will perform at the Meets Level on STAAR 2023.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR data, SCA, Istation Growth, MAP Growth.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership team (Instructional coach and Administrators) will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				418

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				

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

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

Performance Objective 1: Staff will take measures to build relationships with students and families through consistent communication and goal setting.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Student data folders, SchoolStatus reports, parent conference agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will conduct individual goal setting meetings with each student to establish academic goals and establish a data folder with that student. **Strategy's Expected Result/Impact:** Through initial goal setting and regular feedback and monitoring, teachers will empower students to understand their areas of weakness and celebrate their successes while building trust and rapport with each other. **Staff Responsible for Monitoring:** Classroom teachers, Leadership Team				419

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will communicate with families through 2 formal conferences and regular two way communication throughout the 2022-2023 school year. **Strategy's Expected Result/Impact:** By making the commitment to regular communication and planning for productive formal conferences, teachers can build trust and rapport with parents. In turn, support for the campus will grow. **Staff Responsible for Monitoring:** Teachers, Leadership Team				

 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: Gonzales Students will have opportunity to serve as student ambassadors through our Self-Manager Program.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Self Manager student applications and interview notes, activity logs, student data folders.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in 3rd - 5th grade will be allowed to apply for a Self-Manager status through a rigorous screening and interview process. **Strategy's Expected Result/Impact:** Students who are successful Self-Managers will gain an understanding of the requirements needed to maintain their status through high accountability. They must maintain good attendance, grades, volunteerism, and peer modeling. These students will serve as role models and influencers for the student body. **Staff Responsible for Monitoring:** School Counselor, Leadership Team				420

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

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

Performance Objective 3: Gonzales 3rd - 5th Grade students will use AVID strategies during lessons at a minimum of 3 times weekly.

High Priority

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Teacher lesson plans, student work examples, AVID data collection

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will be provided with daily planners to use for day to day classwork and school to home communication. **Strategy's Expected Result/Impact:** Students will gain an understanding of planning and organizational skills. **Staff Responsible for Monitoring:** Teachers, AVID site coordinator, Leadership Team **Funding Sources:** Planners - Title One School-wide				421

 No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Hays Magnet Academic Academy

2022-2023 Campus Improvement Plan

422

Board Goals

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

Performance Objective 1: Hays STEAM Academy will increase from 32% to 45% meets or above on the 2023 Reading STAAR.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: STAAR data; progress monitoring via SCA's and benchmarks

423

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation based on student data. **Strategy's Expected Result/Impact:** Increase in the number of scholars performing at or above the meets level. **Staff Responsible for Monitoring:** Teachers, IC, Administrators **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Quality professional development will be provided to teachers via AVID and Blended Learning provided by AVID and CA Group. **Strategy's Expected Result/Impact:** Improve teacher performance resulting in improved scholar performance. **Staff Responsible for Monitoring:** Teachers, IC, Administrators **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will utilize Blended Learning Choice Boards that will differentiate instruction on every level. **Strategy's Expected Result/Impact:** Increase in student growth **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

424

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

Performance Objective 2: Hays STEAM Academy will increase achievement from 35% to 47% meets or above on the 2023 Math STAAR.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: STAAR data; progress monitoring via SCA's and benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation based on student data. **Strategy's Expected Result/Impact:** Increase in the number of scholars performing at or above the meets level. **Staff Responsible for Monitoring:** Teachers, IC, Administrators **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Hays STEAM Academy will provide professional development opportunities that focus on Data-Driven Instruction, Observation-Feedback Protocols, AVID, Blended Learning, Depth and Complexity. **Strategy's Expected Result/Impact:** Increase in teacher effectiveness **Staff Responsible for Monitoring:** Teachers; Instructional Coach; Administrators **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

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

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

Performance Objective 3: Hays STEAM Academy will increase from 20% to 40% meets or above on the 2023 Science STAAR.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: STAAR data; progress monitoring via SCA's and benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will utilize STEM-Scopes Curriculum and hands-on labs a minimum of 3 times per week for grades K-5. **Strategy's Expected Result/Impact:** 5th grade STAAR scores will increase as a result of hands-on activities. **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: OC/UTPB professors will partner with Hays scholars. 1. The chemistry department will demonstrate basic chemistry concepts and assist in conducting lab experiments. 2. The biology department will assist with creating an animal lab/vivarium in supporting adaptations, life cycles, interdependent relationships, habitats, structures & functions, etc. **Strategy's Expected Result/Impact:** Close achievement gaps **Staff Responsible for Monitoring:** IC; Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: At Hays STEAM Academy, K-5th scholars will participate in Engineering lessons using the curriculum from Engineering is Elementary and/or Project Lead the Way. **Strategy's Expected Result/Impact:** problem solving, critical thinking **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 4: 80% of scholars will meet their projected MAP growth in Math from BOY to EOY.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Improved student performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction will be utilized in PK-5. **Strategy's Expected Result/Impact:** Closing the achievement gap; providing differentiation for high-achieving students **Staff Responsible for Monitoring:** Teacher, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of scholars will know the importance of data trackers and how to monitor mastery of TEKS . **Strategy's Expected Result/Impact:** Improved targeted instruction **Staff Responsible for Monitoring:** Teacher, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Hays STEAM Academy will utilize Do the Math for math intervention weekly. **Strategy's Expected Result/Impact:** Increased achievement for struggling learners **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				429

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: 80% of scholars will meet their projected MAP growth in Reading from BOY to EOY>

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Improved student performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction will be used in PK-5. **Strategy's Expected Result/Impact:** Closing the achievement gap; providing differentiation for high achieving students **Staff Responsible for Monitoring:** Teachers, IC, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Leverage High Impact Tutoring for below grade level scholars. **Strategy's Expected Result/Impact:** closing the achievement gaps **Staff Responsible for Monitoring:** Teachers, IC, Admin				

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

 No Progress Accomplished Continue/Modify Discontinue

431

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 75% to 85% by May 2024.

Performance Objective 1: During weekly PLC's, Hays STEAM Academy will use data to monitor and adjust based on student performance to ensure scholars stay on or above grade level.

High Priority

HB3 Board Goal

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP, I-Station

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will attend weekly data and planning PLC's to differentiate based on current student need. **Strategy's Expected Result/Impact:** Personalized instruction based on data. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administrators **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will attend monthly professional development sessions revolving around the pillars of Blended Learning. (Assessment & DDI, Personalized Instruction, Student Agency, Relationships, Rigor) **Strategy's Expected Result/Impact:** Personalized instruction based on data. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administrators **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will monitor weekly progress using data trackers. **Strategy's Expected Result/Impact:** Student Growth **Staff Responsible for Monitoring:** Teachers; IC; Administrators **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Establish and maintain Blended Learning Smart Goals that will be monitored monthly by committee. **Strategy's Expected Result/Impact:** Increase in student performance based on individual educational goals. **Staff Responsible for Monitoring:** Teachers; Blended Learning Coordinator, Administrators; CA Group				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 75% to 85% by May 2024.

Performance Objective 2: 80% of Hays Kinder scholars will perform at or above grade level based on the EOY MAP Assessment.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: MAP data; I-Station

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Kinder team will utilize Blended Learning to implement individualized/personalized learning plans for scholars. **Strategy's Expected Result/Impact:** Closing the achievement gap **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				434

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Kinder team will increase the rigor of the content by using higher-level questioning (AVID), and exit tickets. **Strategy's Expected Result/Impact:** Closing the gap				

Staff Responsible for Monitoring: Teachers, IC, Administrators

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

435

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 75% to 85% by May 2024.

Performance Objective 3: 87% of Hays First grade scholars will perform at or above grade level based on the EOY MAP Assessment.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP data; I-Station

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Hays first grade team will incorporate Blended Learning with the personalized individual playlists based on monthly I-Station data. **Strategy's Expected Result/Impact:** Closing learning gaps **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The first grade team will focus on whole-group Tier 1 instruction for grade level content, and differentiation content in small group based on mastery of TEKS. **Strategy's Expected Result/Impact:** Closing gaps				

Staff Responsible for Monitoring: Teachers, IC, Administrators

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

437

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 75% to 85% by May 2024.

Performance Objective 4: 85% of Hays Second grade scholars will perform at or above grade level in Reading based on the EOY MAP Assessment.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP Data; I-Station

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The second grade team at Hays STEAM Academy will promote student growth in Reading by teaching students syllable types and patterns within words to help decode and encode. **Strategy's Expected Result/Impact:** Closing the gap **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The second grade team at Hays STEAM Academy will promote student growth by ensuring that student have the opportunity to practice and develop fluency by using Blended Learning Choice Boards **Strategy's Expected Result/Impact:** Closing the learning gap				

Staff Responsible for Monitoring: Teachers, IC, Administrators

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

439

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 75% to 85% by May 2024.

Performance Objective 5: 80% of Hays Third grade scholars will perform at or above grade level based on the EOY MAP Assessment.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP data; I-Station

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will disaggregate data from formal and informal assessments to identify scholars in need of remediation. **Strategy's Expected Result/Impact:** Accelerated growth **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of Hays scholars will be challenged to extend their understanding of the area of study by using depth & complexity thinking tools. **Strategy's Expected Result/Impact:** Extend the way scholars think				

Staff Responsible for Monitoring: Teachers, IC, Administrators

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

441

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

Performance Objective 1: Hays STEAM Academy will provide Social Emotional Learning Curriculum a minimum of ten minutes daily to all students to help healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions.

High Priority

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

Evaluation Data Sources: SEL weekly lessons; observation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly "Coffee with the Counselor" to coordinate with at-risk students' family members to address academic, behavioral, social and mental health issues. **Strategy's Expected Result/Impact:** community outreach; healthy and happy students **Staff Responsible for Monitoring:** counselor, SAS **Title I:** 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				442

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Panorama Survey data will be used to increase Self-Efficacy by developing small groups that will implement academic achievement. They will utilize research based techniques that increase self-confidence. **Strategy's Expected Result/Impact:** Increase self-confidence and self-efficacy. **Staff Responsible for Monitoring:** counselor; SAS counselor; Teachers; Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: To provide support services to all at-risk students with attendance, discipline and other related issues, in order to prevent drop outs. **Strategy's Expected Result/Impact:** community involvement; healthy & happy students **Staff Responsible for Monitoring:** Counselor, SAS **Title I:** 2.6, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: To provide guidance content to teach all students how to develop transferable skills for daily living. **Strategy's Expected Result/Impact:** Happy, healthy students **Staff Responsible for Monitoring:** counselor, SAS **Title I:** 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				443

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Assist students in planning and managing their individual educational, career, personal, and social development. **Strategy's Expected Result/Impact:** Happy, healthy students **Staff Responsible for Monitoring:** counselor; SAS **Title I:** 2.5, 2.6, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Hays STEAM ACADEMY will embed AVID best teaching strategies into daily teaching and professional development to promote and enhance academic growth for all students.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Monthly AVID Site Team Meetings; Observation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will create community partners by engaging and participating in monthly grade level service projects led by students and guided by teachers to ensure students lead change driven by community needs and improvement. **Strategy's Expected Result/Impact:** Student data. -Extend project based learning utilized in engineering to all subjects allowing real-world applications within the community. -Each grade level will decide on their own monthly project **Staff Responsible for Monitoring:** Teachers: Instructional Coach: Administrators **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Hays STEAM Academy AVID site team will organize and seek out opportunities to provide professional development within the campus at least once every nine weeks and district level at least once per semester. **Strategy's Expected Result/Impact:** Academic support structures and rigorous instructional practices. **Staff Responsible for Monitoring:** AVID Site Team; Teachers; Instructional Coach, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of teachers will receive AVID Foundations Training. **Strategy's Expected Result/Impact:** Best practices **Staff Responsible for Monitoring:** AVID Site Team; Principal **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				445

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 100% of teachers will receive GT certification (ie, initial 30 hours or 6 hour update) **Strategy's Expected Result/Impact:** Best practices **Staff Responsible for Monitoring:** Grade level lead teachers; Principal **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 100% of teachers will receive Blended Learning training. **Strategy's Expected Result/Impact:** personalization **Staff Responsible for Monitoring:** Teachers; Instructional Coach; Administrator **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

446

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

Performance Objective 3: The Instructional Coach will work with teachers to interpret data, review lesson plans and co-plan with teachers, and build and implement best practices in teachers.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Coaching data tracker; closing the gap documentation such as I-Station reports, Imagine Math reports, MAP reports, grade level meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The entire campus will participate in two PLC's per week for training and collaboration in Math, Reading, and Science in order to increase student growth while closing achievement gaps. **Strategy's Expected Result/Impact:** Grade level collaboration and planning; academic support structures; rigorous instructional practices. **Staff Responsible for Monitoring:** Teachers; Instructional Coach; Administrators **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Instructional Coach will work with teachers to interpret data, review lesson plans, co-plan with teachers, and build and implement best practices in teachers. **Strategy's Expected Result/Impact:** Student growth in all areas **Staff Responsible for Monitoring:** IC; Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** 80,000 - Title One School-wide - $80,000				

 No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Ireland Elementary

2022-2023 Campus Improvement Plan

449

Board Goals

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

Performance Objective 1: Annual student attendance at Ireland Elementary will increase from 92% to 94.7% for the 2022-23 school year.

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

Evaluation Data Sources: Attendance data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ireland Elementary will work closely with our attendance clerk and teachers to monitor daily student attendance and address needs through parent communication and documentation. **Strategy's Expected Result/Impact:** The expected result will be higher student attendance, and students will be receiving daily instruction on a consistent basis which will improve student performance. **Staff Responsible for Monitoring:** The staff responsible for monitoring will be the classroom teachers and the attendance clerk. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ireland Elementary will incentivize students every 9 weeks to promote student attendance. **Strategy's Expected Result/Impact:** Students would be motivated to attend school daily. **Staff Responsible for Monitoring:** Teacher, Attendance Clerk, Counselor, Assistant Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The campus will work with the district attendance director to monitor student with excessive absences, so that support can be provided at both the campus and the district level. **Strategy's Expected Result/Impact:** Parents will be made aware of district resources to support daily school attendance. **Staff Responsible for Monitoring:** Teachers, Attendance Clerk, Counselor, Principal, Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By May of 2023, Ireland Elementary will provide differentiated processes for our all sub-populations to increase STAAR Math and Reading scores by 10% in both Reading and Math.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: SCA tests, Exit Tickets, Independent Student Work, Interim Assessments, STAAR 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Instructional Coach and Campus Interventionist will participate in daily PLCs to disaggregate data, discuss gaps, and model best practice strategies to meet all sub-populations needs. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Instructional Coach - Title One School-wide - $88,000				452

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups **Strategy's Expected Result/Impact:** Increased student learning due to focused supports. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - Title One School-wide - $88,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions. **Strategy's Expected Result/Impact:** Individual student progress will be evident because of targeted individual student data. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers **Funding Sources:** Instructional Coach - Title One School-wide				

 No Progress Accomplished Continue/Modify Discontinue

453

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

Performance Objective 3: By May 2023, Ireland Elementary will provide differentiated processes for priority classrooms in order to increase academic growth by 10% in Reading and Math as measured by MAP.

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

Evaluation Data Sources: Student performance data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. **Strategy's Expected Result/Impact:** Increased student performance on MAP testing due to targeted resources. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers				454

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus instructional leaders frequently review how teachers internalize, modify and use resources aligned to MAP, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of RIT. **Strategy's Expected Result/Impact:** increased levels of student performance on specific areas of RIT on the MAP test. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: In 2022-2023, Ireland Elementary School will increase the number of protected PLC sessions to 4 times per week, per grade level, for 40 minutes each session, to meet for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Short Cycle Assessments, Exit Tickets, Independent Student Work, Interim Assessments, 2023 STAAR , MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. **Strategy's Expected Result/Impact:** Increased student achievement and teacher knowledge of curriculum in math and reading. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers **ESF Levers:** Lever 5: Effective Instruction				455

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. **Strategy's Expected Result/Impact:** Increased student achievement and teacher knowledge of curriculum in reading and math. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting. **Strategy's Expected Result/Impact:** Students are aware of present levels and goals. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

456

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: At Ireland Elementary, Kindergarten will have 40% of students meeting or exceeding their projected growth goals by the middle of the year MAP assessment, and 60% meeting projected growth by the end of the year MAP assessment.

Evaluation Data Sources: MAP MOY and EOY Data, PLCs, Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: At Ireland, teachers will be supported through the DDI process to strengthen instruction, and plan reteach and reassess opportunities to meet specific student needs. **Strategy's Expected Result/Impact:** Percentage of Kindergarten readiness on the MAP Assessment will increase. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten teachers will take weekly running records during Guided Reading small groups to guide fluency practice for students. **Strategy's Expected Result/Impact:** Teacher's knowledge of student's reading level will create and awareness of current levels, and help to drive instruction and planning. Additionally, will result in increased student performance in reading. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers				

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

457

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: At Ireland Elementary, First Grade will have 40% of students meeting or exceeding their projected growth goals by the middle of the year MAP assessment, and 60% meeting projected growth by the end of the year MAP assessment.

Evaluation Data Sources: MAP MOY and EOY Data, PLCs, Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: At Ireland, teachers will be supported through the DDI process to strengthen instruction, and plan reteach and reassess opportunities to meet specific student needs. **Strategy's Expected Result/Impact:** Percentage of Kindergarten readiness on the MAP Assessment will increase. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: First Grade teachers will take weekly running records during Guided Reading small groups to guide fluency practice for students. **Strategy's Expected Result/Impact:** Teacher's knowledge of student's reading level will create and awareness of current levels, and help to drive instruction and planning. Additionally, will result in increased student performance in reading. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

458

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

Performance Objective 1: By May 2023, Ireland Elementary will increase student connectedness to school as measured by the Panorama Survey from 64% to 70 %.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values. **Strategy's Expected Result/Impact:** Students will feel valued and have a sense of belonging to their class and the campus. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The school has a campus-wide program to proactively teach mental health and wellness skills to students. **Strategy's Expected Result/Impact:** Positive school culture and student well-being are kept at the forefront of daily classroom activities. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers				

No Progress | Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Barbara Jordan Elementary

2022-2023 Campus Improvement Plan

460

Board Goals

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

Performance Objective 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 46% to 50% across all tested content areas by May of 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: State Accountability

461

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leaders regularly use data and other evidence during PLCs to track progress towards intended outcomes through the DDI process. **Strategy's Expected Result/Impact:** Identify low performing TEKS throughout the learning process and reteach and reassessing these TEKS will help close learning gaps and identify areas of RTI. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy** **Funding Sources:** Instructional Coach - Title One Instructional Continuity - 211 - $81,448				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Update technology in the classroom, from Smart Boards to Promethean Boards. **Strategy's Expected Result/Impact:** Increase the quality and interaction of students with lessons in the classroom. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Title One School-wide - 211 - $30,000				

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

 No Progress Accomplished Continue/Modify Discontinue

462

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

Performance Objective 2: The school-wide percentage of students meeting or exceeding their end of year RIT MAP Reading score will increase from 53%-60%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: MAP Assessment

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will track assessment progress (Istation, MAP, SCA) and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** 60% of students will meet their EOY RIT MAP projection target. **Staff Responsible for Monitoring:** Leadership Team, Teachers, Instructional Coach				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. **Strategy's Expected Result/Impact:** 60% of students will meet their EOY RIT MAP projection target. **Staff Responsible for Monitoring:** Leadership Team, Teachers, Instructional Coach				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of 3rd grade students reading at or above grade level will increase from 49% to 55% by May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and the DDI process to promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. **Strategy's Expected Result/Impact:** Provide teachers with the skills to modify lesson to meet the needs of all student groups and provide more opportunities for student to meet and exceed state standards. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Assistant Principals, and Teachers. **Funding Sources:** Accelerated Reader Program - Title One School-wide - $5,243.73				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Third grade students will track assessment STAAR benchmark and short cycle assessment progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will meet their expected STAAR target score. **Staff Responsible for Monitoring:** Principal, AP, IC **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of kindergarten students meeting the growth standard on Reading MAP will increase from 49%-60%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP Assessment

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

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

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

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of first grade students meeting the growth standard on Reading MAP will increase from 45%-60%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: MAP Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: First grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and meet their end of year projected RIT score. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				466

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

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: The percentage of second grade students meeting the growth standard on Reading MAP will increase from 31%-60%

High Priority

HB3 Board Goal

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

Evaluation Data Sources: MAP Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Second grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and meet their end of year projected RIT score. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				467

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

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: The percentage of third grade students meeting the growth standard on Reading MAP will increase from 66%-75%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: MAP Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Third grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and meet their end of year projected RIT score. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				468

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

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Jordan will increase student attendance by 2% from Aug 2022 to May 2023.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Jordan will provide individualized support for students that includes interventions and rewards, as well as consequences to help improve attendance. **Strategy's Expected Result/Impact:** Increase in attendance rates. Likelihood of student success will increase **Staff Responsible for Monitoring:** Teacher/ attendance clerk/ admin				469

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

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

Performance Objective 2: Jordan will increase our school connectedness from 73% to 75% for the 2022-2023 School year.

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

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Jordan Elementary will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systematic change where SEL can thrive and students can be safe and happy and feel connected to their school through parent engagement. **Strategy's Expected Result/Impact:** Students feel supported in their social and emotional needs, and are able to focus on academics. **Staff Responsible for Monitoring:** Administration and Teachers				470

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Jordan will re-establish a Parent and Teacher Organization for the 2022-2023 school year. **Strategy's Expected Result/Impact:** Improved communication with parents and parents feeling a sense of belonging to the school community. **Staff Responsible for Monitoring:** Administration				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Lamar Early Education Center

2022-2023 Campus Improvement Plan

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 2024 across all tested content areas.

Performance Objective 1: Lamar student attendance will increase from 85.5% to 94.7% by the end of the 2022-2023 school year.

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

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Lamar administrator and staff will discuss importance of regular attendance during Meet the Teacher, Parent Conferences, Academic Parent Teacher Team meetings, through social media and teacher communication app. Classes with highest attendance will ring attendance bell. **Strategy's Expected Result/Impact:** Parents and students will understand the importance of regular school attendance. **Staff Responsible for Monitoring:** Administrators and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Lamar will provide incentives for perfect attendance goals met monthly and every nine weeks. **Strategy's Expected Result/Impact:** Student attendance will increase **Staff Responsible for Monitoring:** Classroom Teachers, Attendance Clerk and Administrator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Each classroom will utilize the Conscious Discipline job chart or similar structure to ensure that each student has a "classroom job". **Strategy's Expected Result/Impact:** Students will want to come to school everyday because they feel they are of service to others by doing their job. **Staff Responsible for Monitoring:** Classroom teachers and administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Principal will create a standard message about the importance of attendance through School Status to be sent weekly. **Strategy's Expected Result/Impact:** Parents will understand the importance of regular school attendance. **Staff Responsible for Monitoring:** Administrators				

 No Progress Accomplished Continue/Modify Discontinue

473

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

Performance Objective 2: 90% of Pre-K 4 students will be able to rote count to 30 in the EOY CLI assessment.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: BOY and EOY CLI Scores, MOY and EOY Report Card Data, Weekly PLC Data Meetings, Lesson Plans and Observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. **Strategy's Expected Result/Impact:** Students will be able to successfully rote count from 1-30 or beyond. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Team Leads				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will send home weekly "Homework" with counting strategies and activities for parents to help their child at home. **Strategy's Expected Result/Impact:** Parents will be supported with strategies and ideas for working with their child at home. **Staff Responsible for Monitoring:** Classroom teacher, administrator and Team Leads.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize the Promethean boards to provide hands-on, developmentally appropriate math activities. **Strategy's Expected Result/Impact:** Students will achieve satisfactory growth in math. **Staff Responsible for Monitoring:** Teachers and Administrator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: A focused review of students' performance on CLI Math will be conducted at the end of each Wave to determine needs in particular areas within the math assessment. **Strategy's Expected Result/Impact:** Student progress in math development **Staff Responsible for Monitoring:** Teachers and administrator				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Lamar EEC campus administrators will do 5 documented walk-throughs a week for the instructional year.

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Effective transitions will be planned, practiced, modeled and implemented with the support of visuals and routine books for all classes. **Strategy's Expected Result/Impact:** Improvement in student academic and social-emotional growth **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Lead Teacher				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Lamar Conscious Discipline Action Team will create Routine Books, Visuals and Social Stories to be used daily in classrooms. **Strategy's Expected Result/Impact:** Teachers will feel supported and students will be successful with routines and procedures. **Staff Responsible for Monitoring:** Conscious Discipline Action Team, Administrator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will assist with transition to Pre-K 4 or Kindergarten by completing a Transition form for the receiving teacher/school on high priority students. **Strategy's Expected Result/Impact:** The transition to the next grade levels will be made smoothly and effectively for each student. **Staff Responsible for Monitoring:** Teachers and Administrator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Parent Orientation and Meet the Teacher will be held prior to the first day of school for all students. **Strategy's Expected Result/Impact:** Increased student and parent comfort and confidence in the transition to Pre-K. **Staff Responsible for Monitoring:** Teachers, Teaching Assistants, Administrator				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 90% of Pre-K 4 students will be able to identify 20 upper case and 20 lower case letters by the end of the 2022-2023 school year.

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

Evaluation Data Sources: BOY and EOY CLI scores, MOY and EOY Report Card Data, Monthly PLC Data Conversations. Lesson Plans, Istation Data and Observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly lesson plans showing strategies to intentionally teach letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Pre-K 4 students will leave PreK with a strong emerging reader foundation. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Pre-K 4 Team Leader				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will send home weekly "Homework" with developmentally-appropriate letter activities for parents and students to work on at home. **Strategy's Expected Result/Impact:** Students will develop strong literacy foundation to prepare them for Kindergarten. **Staff Responsible for Monitoring:** Classroom teachers, administrator and Lead Teacher.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus Administrator will conduct weekly walkthrough observations/coaching sessions and provide effective feedback. **Strategy's Expected Result/Impact:** Teachers will feel supported and student achievement will increase **Staff Responsible for Monitoring:** Campus Administrator and Team Leaders				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Promethean boards will be utilized to intentionally teach and support language development, letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Students will use technology to support their academic journey. **Staff Responsible for Monitoring:** Teachers, administrator **Funding Sources:** Promethean Boards - Title One School-wide - $40,000				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: Increase student performance between the CLI Wave 1 and Wave 3 to have 90% of students "On Track" in the Phonological Awareness domain.

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

Evaluation Data Sources: CLI Data Istation Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: A focused review of students' performance on CLI Phonological Awareness will be conducted at the end of each Wave to determine needs in particular areas within the Phonological Awareness assessment. **Strategy's Expected Result/Impact:** Students will get additional support as needed in the area of Phonological Awareness **Staff Responsible for Monitoring:** Administrator and Teachers				478

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will meet with Administrator each nine weeks for Progress Monitoring of each student's academic performance. **Strategy's Expected Result/Impact:** Students will get additional support as needed in the area of Phonological Awareness **Staff Responsible for Monitoring:** Teachers and Administrator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Academic Parent Teacher Team Meetings will be conducted in the Fall and Spring so teachers can model effective Phonological Awareness strategies for parents to work with their child at home. **Strategy's Expected Result/Impact:** Parents will be given strategies to work with their child at home. **Staff Responsible for Monitoring:** Teachers and administrator **Funding Sources:** Materials for Make and Take for APTT Meetings - Title One School-wide - $1,532				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Lamar student attendance will increase from 85.5% to 94.7% by the end of the 2022-2023 school year.

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

Evaluation Data Sources: Students will feel valued every day and will enjoy coming to school ultimately encouraging them to stay in school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will be greeted at the door each day. Children will be given a choice of how they wish to be greeted. **Strategy's Expected Result/Impact:** Students will feel welcomed and experience a sense of belonging. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Team Lead				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students will be taught breathing strategies to help self-regulate when they come upset. **Strategy's Expected Result/Impact:** Students will be able to self-regulate and manage their emotions. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Team Lead.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Each classroom, Specials Areas and Offices will have a Safe Place area for students to compose themselves when emotional upset occurs. **Strategy's Expected Result/Impact:** Students will understand that it is OK to feel angry and upset and have strategies to self-regulate. **Staff Responsible for Monitoring:** Classroom teachers, administrator and Team Lead				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Classroom teachers, administrators will participate in Conscious Discipline coaching. **Strategy's Expected Result/Impact:** Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma. **Staff Responsible for Monitoring:** Administrator **Funding Sources:** Professional Development - Title One School-wide - $5,800				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Classroom teachers and Administrator will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students. **Strategy's Expected Result/Impact:** Teachers and Administrator will feel empowered to work with students experiencing big trauma and behaviors. **Staff Responsible for Monitoring:** Administrator, Secretary **Funding Sources:** Professional Development - Title One School-wide - $65,500				

 No Progress Accomplished Continue/Modify Discontinue

480

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

Performance Objective 2: 90 percent of Lamar families will participate in Parent and Family Engagement opportunities to increase school to home connections.

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

Evaluation Data Sources: Parent surveys, Sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Lamar will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters. **Strategy's Expected Result/Impact:** Parents will feel supported and empowered to work with their children at home. **Staff Responsible for Monitoring:** Teachers and Administrator **Funding Sources:** Academic Parent Teacher Team materials - Title One School-wide - $1,532				481

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Lamar will foster a more collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, Transportation Parade, Valentines' Day Dance. **Strategy's Expected Result/Impact:** More positive image of Lamar EEC and higher level of parent engagement. **Staff Responsible for Monitoring:** Teachers and Administrators **ESF Levers:** Lever 3: Positive School Culture				

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

Ector County Independent School District

Lyndon B. Johnson Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

482

Board Goals

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

Performance Objective 1: By May of 2023, 3rd-5th Grade STAAR results will render at least 65% of the students will score at least Approaches or above; 30% of the students will score at least Meets or above; and 15% of the students will score Masters or above on the STAAR Math.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Math 2023

483

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: To increase student academic performance, teachers will utilize the campus modified ECISD Math Lesson Plan Template. Teachers will follow the See It, Name It, Do It processes. Teachers will partner plan daily with their teachers utilizing Envision Curriculum Products, Do the Math, Lonestar Math, and supplemental resources provided. **Strategy's Expected Result/Impact:** With proper planning, students will successfully go through the lesson plan cycle based on well thought out and planned lessons. Students will have opportunities to engage in various learning styles; thus, allowing for more levels of engagement. Higher levels of engagement equates to high academic performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All math teachers will conduct guided math daily utilizing the district approved program, Do the Math which is a manipulative based program. Teachers will utilize MAP data to configure groups. Teachers will make an effort to see 3 math groups daily. Teachers will also conduct Lonestar Daily Math Do Nows with student every day of instruction. K-1 teachers will also utilize the calendar aspect of Lonestar Math. **Strategy's Expected Result/Impact:** Skill gaps will close and students will be able to apply learned skills to appropriate grade level tasks. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of all students will participate in taking TEA Interim Assessments, MAP Assessments, District Assessments, Campus Common Assessments, and other multiple measures of data. Teachers will also monitor students' progress on Imagine Math and Imagine Math Facts program. All math teachers will participate in Data Driven Instructional protocol after each assessment. **Strategy's Expected Result/Impact:** Teachers will be able to use data to target learning gaps. Teachers will inform instruction to fill in those gaps. Students will have knowledge of their learning and will employ strategies to correct learning gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 100% of all math teachers will be trained on problem solving strategies. Math teachers will utilize CUBES strategies on a daily basis. Teachers will provide students with opportunities for open-ended word problems throughout the week. All students will complete 60 minutes of Imagine Math or 2 successful lessons per week. **Strategy's Expected Result/Impact:** Teachers will be able to address skills gaps. Teacher will be able to assess students' cognitive abilities through their writing within the open-ended questioning. Students will be working on activities based on their individual needs. These strategies will produce efficacy in math which will in turn improve academic outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students, Parents **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers and administrators will participate in a professional development that will enhance leadership skills and instructional efficacy. Teachers and administrators will seek professional development and conferences that will allow the opportunities to explore innovative teaching strategies and connect to other educational professionals within the field. **Strategy's Expected Result/Impact:** Teachers and administrators will be update with the latest and most innovative strategies that can be brought back to campus for other teachers and administrators. This will improve teacher efficacy and student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By May 2023, 5% of Special Education students will perform at Masters, 20% of Special Education students will perform at Meets, and 45% of Special Education students will perform at Approaches on STAAR Reading and Math. 80% of Special Education students will show appropriate growth on STAAR and MAP.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all special education students will participate in assessments. 100% of all special education students will be provided with the proper accommodations during assessments and during instruction. Students will be provided with manipulatives and supplemental aides during assessments and instruction. **Strategy's Expected Result/Impact:** Special Education students will have tools to ensure that they are on a level field with general education students. Students will start to show growth and development as evidenced by assessment data. When the needs of special education students are met, these students will show growth and development. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Special Education Teachers and Aides, General Education Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Special Education students that are entitled to mainstream instruction will be mainstreamed and supported within the general education classrooms. 100% of all teachers that supports special education students will be provided with updated and Individual Education Plans (IEPs) on or before the 2nd week of school. The campus will schedule PLCs that address the importance of following students IEPs and proper documentation. Teachers will plan lessons that are aligned to the needs of the individual students' needs. Students will receive small group instruction 4 to 5 times per week. **Strategy's Expected Result/Impact:** These measures will result in more accountability and attention to special education students. This additional attention and oversight will ensure that these students are receiving the support that they need and deserve. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Special Education Teachers and Aides, General Education Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				

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

487

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

Performance Objective 3: By May of 2023, -5th Grade STAAR Science results will render at least 60% of the students will score at least Approaches or above; 25% of the students will score at least Meets or above; and 12% of the students will score Masters or above on the STAAR Science assessment. 65% of the students taking the 3rd and 4th Grade MAP Science will meet their required growth points by the end of the year.

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

Evaluation Data Sources: MAP-Science, TEA Interim Assessment, STAAR Science

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All Science teachers will be trained on elements of Stem Scopes. All teachers will be required to utilize Stem Scopes curriculum with fidelity. **Strategy's Expected Result/Impact:** With the use to Stem Scopes, teachers will provide students with high quality instruction using a researched based proven curriculum. Students' MAP and STAAR Science scores will improve. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				488

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All grade levels will engage in Science instruction. Teachers will utilize the MAP Continuum of Learning-all grades, TEA Interim Assessment-5th Grade, and exit tickets to inform instruction. **Strategy's Expected Result/Impact:** Teachers and students utilizing their data to inform instruction will ensure that teachers and students understanding key concepts. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinators, Teachers, and Students. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

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

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: By May of 2023, 3rd-5th Grade STAAR Reading results will render at least 72% of the students will score at least Approaches or above; 40% of the students will score at least Meets or above; and 30% of the students will score Masters or above on the STAAR Reading.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Reading 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all Reading teachers will be trained on the utilization of Ector County ISD curriculum documents. 100% of all teachers will be trained on HMH-Reading and Writing, LLI Intervention, and Istation Guided Lessons. Teachers will create lessons based around the district curriculum documents and district approved reading adoptions only. **Strategy's Expected Result/Impact:** Teachers will be able to meet the unique learning needs of the students. Teachers will be able to remedy any reading deficits. This will allow for improved reading skills which will result in higher performance on assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students will take a universal screener twice per month. Students will take Istation and Star Universal Screener as a progress monitoring tool. All teachers will conduct guided reading daily. Teachers will be trained on using the workstations from HMH. Students will read text on their level and be challenged with a text above level. Students will be tiered for 30 minutes of Knights of the Round Table Intervention five days per week. **Strategy's Expected Result/Impact:** Students will receive individual attention based on their identified strengths and weaknesses. This will allow students to meet state criteria on the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of the ELA Staff will become familiar with the HMH writing components. 100% of the ELA Staff will be trained on high yield writing and grammar skills. Students will be provided a writing prompt at least every two weeks. Students will be provided with feedback on their writing. **Strategy's Expected Result/Impact:** Students will become fluent writers. This will transfer over to the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				490

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: By May of 2023, 3rd-5th Grade STAAR Reading results will render at least 72% of the students will score at least Approaches or above; 40% of the students will score at least Meets or above; and 30% of the students will score Masters or above on the STAAR Reading.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Reading 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all Reading teachers will be trained on the utilization of Ector County ISD curriculum documents. 100% of all teachers will be trained on HMH-Reading and Writing, LLI Intervention, and Istation Guided Lessons. Teachers will create lessons based around the district curriculum documents and district approved reading adoptions only. **Strategy's Expected Result/Impact:** Teachers will be able to meet the unique learning needs of the students. Teachers will be able to remedy any reading deficits. This will allow for improved reading skills which will result in higher performance on assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				491

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students will take a universal screener twice per month. Students will take Istation and Star Universal Screener as a progress monitoring tool. All teachers will conduct guided reading daily. Teachers will be trained on using the workstations from HMH. Students will read text on their level and be challenged with a text above level. Students will be tiered for 30 minutes of Knights of the Round Table Intervention five days per week. **Strategy's Expected Result/Impact:** Students will receive individual attention based on their identified strengths and weaknesses. This will allow students to meet state criteria on the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of the ELA Staff will become familiar with the HMH writing components. 100% of the ELA Staff will be trained on high yield writing and grammar skills. Students will be provided a writing prompt at least every two weeks. Students will be provided with feedback on their writing. **Strategy's Expected Result/Impact:** Students will become fluent writers. This will transfer over to the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				492

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

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

Performance Objective 1: 100% of all teachers at LBJ Elementary will celebrate college, career, and military days. Teachers will engage in activities that foster college admittance and military acceptance. 100% of our teachers will connect TEKS in the disciplines of Math, Science, Social Studies, and Reading to career opportunities.

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Student surveys will be sent out quarterly to determine students' knowledge about college, career, and military readiness. Students will also complete writings about college, career, and military service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will celebrate district designated college days by wearing college pride gear or caps and gowns. **Strategy's Expected Result/Impact:** With students seeing their teachers' pride in their college, this will increase discussions about the importance of college attendance. **Staff Responsible for Monitoring:** Teachers, Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus will host military guest speakers from the Marines, Army, Navy, Airforce, and Coast Guard. Students will be able to listen to military personnel speak about their journey and ask questions. **Strategy's Expected Result/Impact:** Students will be intrigued by military personnel and continue to explore this as a career option. **Staff Responsible for Monitoring:** Teacher, Principal **TEA Priorities:** Connect high school to career and college				

 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 all teachers and 100% of all students will engage in program titled, "LiveSchools." LiveSchools is a behavior management program that requires a rubric for learning and behavior. Students will receive rewards for their online points earned.

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

Evaluation Data Sources: LiveSchools Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students and parents will have a LiveSchool account. Students will earn points based on the established teacher created rubric below. Students will monitor their points. Teachers must ensure that all students receive 3-5 points per day. Each student will have a rubric. Rubrics will be based on: Excellence Being Prepared=1point Helping Others=2points Improvement=5points Outstanding Participation=5points Respect Respecting Environment=1point Respecting Others=1point Respecting Self=1point Self-Management Appropriate Hallway Behavior=1point Being On Time=1point Cafeteria Behavior=1point Following Instructions=1point Staying On Task=1point Working Well In Stations=5points **Strategy's Expected Result/Impact:** The rubric allows for the students to connect to their peers and teachers in several ways based on the established rubric. Students will feel success within the school community. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, and Students **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				494

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will be able to use their LiveSchool points to purchase various items from the L.B. Johnson Elementary School Store. **Strategy's Expected Result/Impact:** Students will want to earn points based on the behavior and academic rubric. To earn the points, students have to meet expectations set within the teacher created rubric. **Staff Responsible for Monitoring:** Principal, Teachers, Students **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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Ector County Independent School District

Milam Elementary

2022-2023 Campus Improvement Plan

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Board Goals

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

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 1: MATH MAP - The percentage of students performing in the 61st percentile and above (based on the MAP MATH RIT Score for each grade level) will increase to 50% or more of our students meeting this expectation for all grade levels at Milam.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58% 497

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction/tutoring will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher **Funding Sources:** Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - $20,000, Dyslexia Teacher - State Comp Ed - $85,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: FEV Tutoring will be offered to all students performing in the 40th percentile and below based on their Math MAP RIT Score - on their BOY MAP Assessment. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Math specific Magnet classes will be offered and students needing extra support will be encouraged to attend. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher, Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				498

 No Progress Accomplished Continue/Modify Discontinue

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

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 2: READING MAP - The percentage of students performing in the 61st percentile and above (based on the MAP Reading RIT Score for each grade level) will increase to 50% or more of our students meeting this expectation for all grade levels at Milam.

High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher **Funding Sources:** Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - $20,000, Dyslexia Teacher - State Comp Ed - $85,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: FEV Tutoring will be offered to all students performing in the 40th percentile and below based on their Reading MAP RIT Score - on their BOY MAP Assessment. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher, Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Reading specific Magnet classes will be offered and students needing extra support will be encouraged to attend. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher, Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

500

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

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 3: STAAR MATH "Meets" percentages will increase from 42% (2022 STAAR) to 55% as measured by the 2023 STAAR assessment.

3rd Grade Math from 36% to 50%
4th Grade Math from 42% to 55%
5th Grade Math from 47% to 60%

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

501

Evaluation Data Sources: -Math District Benchmarks (Fall, Winter, & Spring)
-NWEA Math Map (BOY, MOY, EOY)
-Unit Assessments
-2023 STAAR
-Student Grades
-Student Learning Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will utilize the district Math curriculum SAAVAS and work closely with the ECISD Math Department to ensure proper implementation. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will utilize Imagine Math and require students to pass 2-5 lessons per week. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will recognize students in the main hallway on an "Imagine Math" bulletin board to show lessons passed and to encourage other students to complete/pass 2-5 lesson weekly or become one of the top lesson achievers in the school. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

503

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

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 4: STAAR READING "Meets" percentages will increase overall from 50% (2022 STAAR) to 60% as measured by the 2023 STAAR assessment.

3rd Grade Reading from 43% to 55%
4th Grade Reading from 53% to 60%
5th Grade Reading from 55% to 65%

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: -Reading District Benchmarks (Fall, Winter, & Spring)
-NWEA Reading Map (BOY, MOY, EOY)
-SCAs
-2023 Reading STAAR
-Student Grades
-Student Learning Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher **Funding Sources:** Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - $20,000, Dyslexia Teacher - State Comp Ed - $85,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide **Staff Responsible for Monitoring:** Teacher, Librarian, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Accelerated Reading Program - Renaissance - Title One School-wide - $8,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will recognize students achieving Level 3 or higher on their iStation assessments every 9 weeks on a bulletin board in the main hallway by taking a group picture of students in every class on campus and displaying them. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and utilization of effective teaching strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide -Improved intervention processes **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Milam will effectively utilize and implement the ECISD HMH curriculum. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

506

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

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 5: 5th Grade STAAR (Science) "Meets" percentages will increase 15-20% by the 2023 STAAR assessment.

High Priority

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

Evaluation Data Sources: 2023 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will utilize the district science curriculum. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will use the new science pacing and lesson framework provided by the district. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will utilize a STEM lab. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and instruction delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 6: The percentage of students meeting or exceeding the growth target will increase from 56% (2022 STAAR) to 65% as measured by the 2023 STAAR assessment.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: 2023 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will utilize FEV Tutoring. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Support Staff, Instructional Coach, Fine Arts Staff, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Milam will ensure teachers are working with students in small groups and providing targeted interventions.	Formative			Summative
Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Milam will provide a Magnet Program to enrich student learning and engagement.	Formative			Summative
Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** ALL Staff **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Milam will implement a Fine Arts program. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** ALL Staff **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

511

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

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 7: Milam will provide a data structure that can be utilized and accessed to inform processes.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: -MAP Growth Assessments
-Short Cycle Unit Assessments
-I-Station Reading
-Imagine Math Lessons Passed

512

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will use it's staff website, digital data folders, and student date folders to house data that will be easily accessed to analyze, collaborate, and plan. **Strategy's Expected Result/Impact:** -More productive and collaborative PLCs -Greater impact on student growth and achievement -Improved intervention process -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Students, Teachers, Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam students will be responsible for tracking important assessment and classroom data, and sharing their data with their parents/guardians using a student data tracking folder. **Strategy's Expected Result/Impact:** -More productive and collaborative PLCs -Greater impact on student growth and achievement -Improved intervention process -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Students, Parents, Teachers, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

513

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

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 8: Milam will provide professional development and coaching opportunities to help our educators better understand, utilize, and implement the district's curriculum and state educational resources to improve instruction and our students' academic success.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: -Professional Development Surveys
-PLC Planning Documents
-Walkthrough Data
-Feedback Documents
-SCA Data
-MAP Data
-STAAR Data

514

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will learn how to create and will create - exemplar SCA's - to plan with the "end in mind" and to improve and implement the appropriate level of rigor in our classrooms. **Strategy's Expected Result/Impact:** Student SCA scores will improve, and student performance on MAP/STAAR will improve. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, and Teachers - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will learn how to utilize and will utilize Lead4Ward resources to align student learning to the state standards and TEKS, and to ensure students are receiving high quality instruction. **Strategy's Expected Result/Impact:** Students' academic needs and gaps will be addressed allowing for an increase in student growth and achievement. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, and Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will learn how to utilize and will utilize the TEKS Resource System (specifically the YAG) to ensure the pace of student learning is on a track for success, and to ensure our students are exposed to all required TEKS in their classrooms. **Strategy's Expected Result/Impact:** Students' academic needs and gaps will be addressed allowing for an increase in student growth and achievement. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, and Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				515

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will learn how to create and utilize know/show charts in order promote productive and collaborative discussions during Professional Learning Communities to improve instruction in our classrooms. **Strategy's Expected Result/Impact:** Students' academic needs and gaps will be addressed allowing for an increase in student growth and achievement. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, and Teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers and Administrators at Milam will work with the ECISD Curriculum and Instruction team monthly to support new teachers and struggling teachers to improve instruction in our classrooms. **Strategy's Expected Result/Impact:** Individual teacher data will improve to include SCA data, MAP Date, and STAAR Data. Students' academic needs and gaps will be addressed allowing for an increase in student growth and achievement. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Teachers will learn how to create and utilize aligned learning objectives in order ensure high-quality instruction is being delivered in our classrooms. **Strategy's Expected Result/Impact:** Individual teacher data will improve to include SCA data, MAP Date, and STAAR Data. Students' academic needs and gaps will be addressed allowing for an increase in student growth and achievement. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, and Teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Teachers will learn how to create and utilize exit tickets in order ensure high-quality and rigorous instruction is being delivered in our classrooms. **Strategy's Expected Result/Impact:** Individual teacher data will improve to include SCA data, MAP Date, and STAAR Data. Students' academic needs and gaps will be addressed allowing for an increase in student growth and achievement. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, and Teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: Milam's Instructional Coach will work with teachers during class time, PLC's, and planning time with a focus on instruction, data, and feedback. **Strategy's Expected Result/Impact:** Teachers will be responsible for creating exemplar SCA's, high-quality and aligned learning objectives, and exit tickets using the ECISD pacing calendar. **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Campus Instructional Coach - Title One School-wide - $85,000				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 9: Milam will implement effective/collaborative professional learning communities, campus committees, and campus wide systems that improve our overall school culture and cultivates a positive campus environment that promotes student growth and success.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: -PLC Planning and Assessment Data
-Discipline Data
-Attendance Data
-SCA Data
-MAP Data
-2023 STAAR Data

518

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will ensure teachers are meeting in PLCs twice a week to plan effectively and to discuss, analyze, and utilize data. **Strategy's Expected Result/Impact:** -Increase in student growth -Increase in student achievement -Increase in teacher retention -Improved student culture **Staff Responsible for Monitoring:** Teacher and Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will use the backwards design planning system, TEKS Resource System, and Lead4Ward to ensure all staff are planning with the end in mind and using valid platforms to build a foundation for effective lesson planning, teaching, and learning. **Strategy's Expected Result/Impact:** -Increase in student growth -Increase in student achievement -Increase in teacher retention -Improved student culture **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will utilize Big Rocks strategies and ideas to implement effective and efficient school-wide systems. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Counselor, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 43% to 50% or above by May of 2023.

Performance Objective 1: The percentage of students reading on grade level in grades K-2nd will increase 15-20% from the BOY MAP to EOY MAP assessment.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide **Staff Responsible for Monitoring:** Teacher, Librarian, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Accelerated Reading Program - Renaissance - Title One School-wide - $8,000				520

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will implement the Digital LLI program and will utilize a tracking, recognition, and a reward system in order to ensure the implementation of effective reading and teaching strategies. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and utilization of effective teaching strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide -Improved intervention processes **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will effectively utilize and implement the ECISD HMH curriculum. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher **Funding Sources:** Dyslexia Teacher - State Comp Ed - $85,000, Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - $20,000				

 No Progress Accomplished Continue/Modify Discontinue

522

Board Goal 2: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 43% to 50% or above by May of 2023.

Performance Objective 2: The percentage of students reading on grade level in 3rd Grade will increase 25% from the BOY MAP to 45% EOY MAP assessment.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher **Funding Sources:** Dyslexia Teacher - State Comp Ed - $85,000, Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - $20,000				523

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide **Staff Responsible for Monitoring:** Teacher, Librarian, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Accelerated Reading Program - Renaissance - Title One School-wide - $8,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will implement the Digital LLI program and will utilize a tracking, recognition, and a reward system in order to ensure the implementation of effective reading and teaching strategies. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and utilization of effective teaching strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide -Improved intervention processes **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Milam will effectively utilize and implement the ECISD HMH curriculum. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 2: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 43% to 50% or above by May of 2023.

Performance Objective 3: Milam's percentage of 3rd grade students achieving the meets or exceeds standard in reading on STAAR will increase from 39% to 50% by May of 2023.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher **Funding Sources:** Dyslexia Teacher - State Comp Ed - $85,000, Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - $20,000				525

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide **Staff Responsible for Monitoring:** Teacher, Librarian, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Accelerated Reading Program - Renaissance - Title One School-wide - $8,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will effectively utilize and implement the ECISD HMH curriculum. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

526

Board Goal 2: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 43% to 50% or above by May of 2023.

Performance Objective 4: Milam will provide an Instructional Coach that supports teachers in their classroom environment with a focus on the utilization and implementation of the district curriculum, professional growth and learning, and coaching/feedback. Big Rocks will also work with your teachers to improve our campus culture and student management.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Increased percentages on the Spring Panorama Survey. Feedback and coaching survey. Walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will utilize Eduphoria to document walk-throughs to provide coaching and feedback. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will utilize SchoolMint to document walk-throughs to provide coaching and feedback. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

528

Board Goal 2: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 43% to 50% or above by May of 2023.

Performance Objective 5: Implement innovative instructional models which enable personalized learning for all students.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: -MAP Growth Assessment
-Short Cycle Unit Assessments
-I-Station Reading
-Imagine Math Lessons Passed
-STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Utilization and implementation of Kagan strategies campus wide.	Formative			Summative
Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilization and implementation of AVID strategies campus wide. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilization and implementation of the Big Rocks Hierarchy of Management campus wide. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Increase in student engagement -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 43% to 50% or above by May of 2023.

Performance Objective 6: Milam will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Strategy 1 Details	Reviews			531
Strategy 1: Milam will frequently check Talent-Ed and other websites to recruit highly-effective teachers.	Formative			Summative
Strategy's Expected Result/Impact: -More productive and collaborative PLCs -Greater impact on student growth and achievement -Improved intervention process -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers and Admin **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will implement several committee to improve the culture of the campus, the number of parent engagement opportunities, and teacher retention. **Strategy's Expected Result/Impact:** -More productive and collaborative PLCs -Greater impact on student growth and achievement -Improved intervention process -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies -Greater teacher retention rate -Increase in school connectedness for staff and students **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

532

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

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 1: Milam Magnet will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Continue to seek out parents, community members, and business to volunteer and help in our school.

533

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will establish a PTA at Milam for the first time in a couple years that will feel connected and excited to work more closely with our staff and students. **Strategy's Expected Result/Impact:** A feeling of greater connectedness. **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: We will increase the number of parents directly involved with helping teachers in their classrooms through our VIP Program. **Strategy's Expected Result/Impact:** A feeling of greater connectedness. **Staff Responsible for Monitoring:** Clerks, Teachers, AP, Principal **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: We will work to utilize parents to help with monitoring our students and their safety through a Watch Dog program. **Strategy's Expected Result/Impact:** Greater passing rate on School Safety Audits Great feeling of school connectedness **Staff Responsible for Monitoring:** Clerks, Teachers, AP, Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

534

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

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 2: Milam's teacher retention rate will increase from 69% in 2022 to 90% in 2023.

High Priority

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

Evaluation Data Sources: End of Year Teacher Retention Rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be provided a framework for planning and preparation that utilizes the foundations of excellent teaching, and will be expected to produce a PLC binder with crucial elements in the backwards planning process. **Strategy's Expected Result/Impact:** -MAP Growth Assessment -Short Cycle Unit Assessments -I-Station Reading -Imagine Math Lessons Passed -STAAR Assessments **Staff Responsible for Monitoring:** Teachers, Admin, Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A campus calendar and staff website will be provided with very proactive planning, communication, and collaboration and include our most important events that need to be communicated to staff and parents, staff moral events, celebrations, and recognition events. **Strategy's Expected Result/Impact:** -Improved Campus Culture -Improved connectedness -Increase in teacher retention **Staff Responsible for Monitoring:** Admin, Counselor, Instruction Coach, Fine Arts Team Lead **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

536

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

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 3: The Milam staff and students will utilize the 7 Mindsets Curriculum to ensure our staff and students' social and emotional needs are discussed and addressed to equip them to succeed in an ever-changing society.

High Priority

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

Evaluation Data Sources: -Walkthroughs
-7 Mindsets Challenges
-7 Mindsets events
-7 Mindsets Tracker
-Discipline Reports
-Attendance Rates

537

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the 7 Mindsets pacing schedule - found on the Milam Central Staff Website to ensure consistency and increase the effectiveness of this program. **Strategy's Expected Result/Impact:** -Improved Student and Staff Attendance -Improved teacher retention -Improved Campus Culture - Panorama and other campus created student/staff surveys -Improved Discipline Rate **Staff Responsible for Monitoring:** Principal and Assistant Principal **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will utilize the 7 Mindsets program to implement campus culture and community involvement activities. **Strategy's Expected Result/Impact:** -Improved Student and Staff Attendance -Improved teacher retention -Improved Campus Culture - Panorama and other campus created student/staff surveys -Improved Discipline Rate **Staff Responsible for Monitoring:** Teachers, Counselor, Instructional Coach, Admin **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 4: Milam will provide a safe and supportive learning environment and maintain and attendance average of 96% or above.

High Priority

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

Evaluation Data Sources: -Safety Checks
-Panorama Survey
-Campus created surveys
-System/Processes surveys and evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will ensure all staff members receive campus classroom expectations/routines training and safety training to understand and effectively utilize processes, procedures, and expectations on a normal school day/during drills/and in emergency situations. We will also implement a system for quick access to all safety info from staff cell phones. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Principal, AP, Counselor **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures, and anti-bullying/harassment strategies. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Principal, AP, Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The Milam comprehensive Guidance and Counseling curriculum will continue to be implemented in Pre K-5th grade to implement lessons that will include child abuse, bullying, conflict resolution, self efficacy, decision making, behavior and other social-emotional topics. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Principal, AP, Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				540

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Principal, AP, Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, Big Rocks, PBIS, and Conscious Discipline practices (SEL body of work). **Strategy's Expected Result/Impact:** -Safe and supportive environment -Decrease in referrals -Improved attendance **Staff Responsible for Monitoring:** Principal, AP, Counselor, Student Incentives Committee, and Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Milam will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Principal, AP, and Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				541

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Milam will model Big Rocks school wide routines and procedures, improve systems, and provide coaching. **Strategy's Expected Result/Impact:** Safe and supportive learning environment **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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

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

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 5: Milam will implement several PBIS strategies, a Restorative Justice Discipline System, and a House System to build a campus culture that encourages positive reinforcement, and thrives due to teamwork/relationships, individual best effort, making good choices, and connectedness.

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

Evaluation Data Sources: -Panorama Survey
-Campus created surveys
-Improved Discipline
-Improved Attendance
-House Points monitored using class dojo

542

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will implement a House System modeled on the simple elements of the Ron Clark House System to encourage teamwork and improve student/parent connectedness. **Strategy's Expected Result/Impact:** -Improved Campus Culture -Decrease in discipline incidents -Positive impact on students growth and achievement **Staff Responsible for Monitoring:** Teacher, Counselor, Admin **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will continue using Milam Moolah and the Milam Moolah store to encourage academic growth and excellent behavior. **Strategy's Expected Result/Impact:** -Improved Culture -Decrease in discipline incidents -Increase in school connectedness percentage -Positive impact on student growth and achievement **Staff Responsible for Monitoring:** Teachers, Counselor, Admin **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will use a restorative justice program. **Strategy's Expected Result/Impact:** -Improved Culture -Decrease in discipline incidents -Increase in school connectedness percentage -Positive impact on student growth and achievement **Staff Responsible for Monitoring:** Teachers, Counselor, Admin **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 6: 100% of our Science Teachers will be using AVID Interactive Notebooks this year.

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

Evaluation Data Sources: Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1 of the composition notebooks required in the school supplies will be used specifically for an interactive notebook in science class. **Strategy's Expected Result/Impact:** -Improved Science MAP scores -Improved STAAR Science scores **Staff Responsible for Monitoring:** Teacher, AP, Instructional Coach, Principal **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				544

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Science teachers will complete interactive notebook checks to make sure all students are meeting the expectations of an AVID Interactive Notebook using a rubric. **Strategy's Expected Result/Impact:** -Improved Science MAP Scores				

-Improved Science STAAR Scores

Staff Responsible for Monitoring: Teacher, AP, Instructional Coach, Principal

Title I:
2.4, 2.6

- TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

545

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

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 7: Milam will use AVID Planners to teach students to plan and track/improve attendance.

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

Evaluation Data Sources: Planner Checks

Strategy 1 Details	Reviews			
Strategy 1: Students will use their planner to write down assignments and proactively plan.	Formative			Summative
	Oct	Jan	Mar	May
				546

Strategy 2 Details	Reviews			
Strategy 2: Students will use their planners to track attendance.	Formative			Summative
Strategy's Expected Result/Impact: Student attendance will be positively impacted an remain above 95% all year.	Oct	Jan	Mar	May

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

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

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 8: Milam will have AVID Ambassadors on campus who will be engaged in using AVID strategies in their classrooms and will become leaders on our campus.

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

Evaluation Data Sources: AVID Surveys and Analysis

Strategy 1 Details	Reviews			
Strategy 1: Students will help as needed to make sure all systems and practices at Milam are successful.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Students will use AVID strategies in their classrooms to Level Up their learning.	Formative			Summative
	Oct	Jan	Mar	May

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

Ector County Independent School District

Nimitz Middle School

2022-2023 Campus Improvement Plan

548

Board Goals

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

Performance Objective 1: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 54.75% to 65 % in the 2023 school year.

High Priority

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

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			549
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will continue to receive training in the DDI process and protocols. **Strategy's Expected Result/Impact:** Students MAP growth will reach 65%. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coach, Opportunity Culture team **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will embed rigorous high level thinking questions in their weekly lesson plans. **Strategy's Expected Result/Impact:** Students MAP growth will reach 65%. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Opportunity Culture MCLs, Department Chairs **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Nimitz will implement the district approved curriculum, follow the YAG, and utilize district approved resources. **Strategy's Expected Result/Impact:** Students MAP growth will reach 65%. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Opportunity Culture MCLs, Department Chairs **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

550

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

Performance Objective 2: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 60.55% to 70% in the 2023 school year.

High Priority

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

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will continue to receive training in the DDI processes and protocols. **Strategy's Expected Result/Impact:** Student MAP growth will reach 70%. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coach, Opportunity Culture team **ESF Levers:** Lever 5: Effective Instruction				551

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will embed rigorous high level thinking questions in their weekly lesson plans. **Strategy's Expected Result/Impact:** MAP data **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coach, Opportunity Culture team **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** Student MAP growth will reach 70%. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coach, Opportunity Culture team **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: The percentage of students achieving or exceeding Meets on Reading STAAAR will increase from 49.42% to 60% by the 2023 school year.

High Priority

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

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will continue to receive training in the DDI process and protocols.	Formative			Summative
Strategy's Expected Result/Impact: Student's reaching MEETS on Reading STAAR will increase to 60% by end of year 2023.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams				
ESF Levers: Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will embed rigorous high level thinking questions in their weekly lesson plans.	Formative			Summative
Strategy's Expected Result/Impact: Student's reaching MEETS on Reading STAAR will increase to 60% by end of year 2023.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams				
TEA Priorities: Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** Student's reaching MEETS on Reading STAAR will increase to 60% by end of year 2023. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

553

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

Performance Objective 4: The percentage of students achieving or exceeding Meets on Math STAAAR will increase from 40.12% to 60% by the end of the 2023 school year.

High Priority

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

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will continue to receive training in the DDI process and protocols. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on Math STAAAR will increase to 60% by the end of the 2023 school year. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will embed rigorous high level thinking questions in their weekly lesson plans. **Strategy's Expected Result/Impact:** Students achieving or exceeding Meets on Math STAAAR will increase to 60% by the end of the 2023 school year. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** Student's reaching MEETS on Reading STAAR will increase to 60% by end of year 2023. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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 2024.

556

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

Performance Objective 1: Nimitz will increase awareness of College and Career readiness in order to spark interest in post-secondary opportunities.

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

Evaluation Data Sources: Enrollment in Choice Schools and

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The AVID committee will prepare brief College and Career messages to send out to students during morning announcements. **Strategy's Expected Result/Impact:** Increase student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** Avid Committee, CIS Coordinator, Counselors **ESF Levers:** Lever 3: Positive School Culture				557

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The AVID site team, along with school counselors, will plan and implement a school-wide College and Career month within the first semester. **Strategy's Expected Result/Impact:** Increase student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** Avid Committee, CIS Coordinator, Counselors **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Nimitz will raise the Connectedness Indicator within Panorama from 46% to 56% by the end of the 2023 school year.

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

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Core subject areas will hold Family Nights. **Strategy's Expected Result/Impact:** Students and families will build positive relationships with teachers and staff raising the percentage rate to at least 56%. **Staff Responsible for Monitoring:** Administrators and staff **ESF Levers:** Lever 3: Positive School Culture				558

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz faculty and staff will celebrate student successes in attendance, academic improvement, and citizenship. **Strategy's Expected Result/Impact:** Positive climate resulting in less discipline referrals **Staff Responsible for Monitoring:** Administration, counselors **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Nimitz will raise the Sense of Belonging Indicator within Panorama from 42% to 52% by the end of the 2023 school year.

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

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will receive SEL lessons weekly. **Strategy's Expected Result/Impact:** Panorama survey results will improve from 42%. **Staff Responsible for Monitoring:** Administrators and teachers **ESF Levers:** Lever 3: Positive School Culture				559

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will implement clubs for students to join - Keep Nimitz Beautiful, Chess, Robotics. **Strategy's Expected Result/Impact:** Panorama survey results will improve from 42%. **Staff Responsible for Monitoring:** Administrators and teachers **ESF Levers:** Lever 3: Positive School Culture				

No Progress

Accomplished

Continue/Modify

Discontinue

Ector County Independent School District

Noel Elementary

2022-2023 Campus Improvement Plan

560

Board Goals

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

Performance Objective 1: By May 2023, 3rd through 5th grade Mathematics MAP scores will have 65% of their students in each classroom meeting or exceeding their growth goals.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Lesson Plans and feedback
Walk-throughs, feedback and coaching
Tutoring performance outcomes
Data Driven Instruction Analysis during Professional Learning Committees
Practice Clinics
MAP

561

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In accordance with the district's initiatives, scope and sequence, and ECISD-approved curriculum, our Multi-Classroom Leaders and their team teachers will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement. **Strategy's Expected Result/Impact:** Students will be allowed to participate in a variety of learning experiences through Blended Learning station rotations that allow for high accountability and engagement. **Staff Responsible for Monitoring:** Teachers, Multi-Classroom Leaders and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided before, during, and after school to target reading and math skills **Strategy's Expected Result/Impact:** Increase in student achievement toward growth goals and closing student gaps in reading and math **Staff Responsible for Monitoring:** Classroom Teachers, Campus Administrators **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All classroom teachers 3-5 will implement the instructional frameworks for ELAR and Math using the district approved curriculum resources that meet the needs of all students while ensuring all students have equitable access to rigorous instruction aligned to the TEKS. Math and Reading practice clinics will be given to teachers needing further coaching to increase tier 1 instruction. **Strategy's Expected Result/Impact:** Students 3-5 will show improvement in their reading levels and be at or above by the end of their grade as well as meet on grade level or above math MAP targets. **Staff Responsible for Monitoring:** Teachers, Campus Administrators, and Multi-classroom Leaders. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				562

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

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

Performance Objective 2: By May 2023, 3rd -5th Reading MAP scores will have 65% of their students in each classroom meeting or exceeding their growth goals.

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

Evaluation Data Sources: MAP, BOY, MOY and EOY scores
Lesson Plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all staff

Strategy 1 Details	Reviews			563
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will plan and provide engaging lessons following Get Better Faster practices by focusing on the standards using TEKS Resource System and Lead4ward resources. **Strategy's Expected Result/Impact:** Engaging lessons will improve MAPS scores **Staff Responsible for Monitoring:** Multi-Classroom Leaders, teachers and administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will monitor student progress on iStation monthly. Students goals will be made monthly to ensure all students are on track to be on or above grade level in reading. **Strategy's Expected Result/Impact:** Targeted reading intervention and Reading fluency for students will improve **Staff Responsible for Monitoring:** Classroom teachers, Multi-classroom leaders, and administrators **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: By May 2023 4th Grade Reading STAAR meets scores will increase from 27% to 35%, Masters will increase from 11% to 19%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Lesson Plans
Walk-throughs and feedback
Tutoring outcomes
PLCs (Planning Data Driven Instruction)
Practice Clinics
On-going coaching for all staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The 4th Grade teachers will be coached by the fourth grade reading Multi-classroom Leader on Balanced Literacy, ELAR framework, rigorous tier 1 instruction and successful classroom practices. **Strategy's Expected Result/Impact:** The Multi-classroom Leader will support the classroom teacher in improving classroom practices which will lead to student improvement. **Staff Responsible for Monitoring:** Administrators and Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The 4th grade reading teachers will monitor student progress and set student goals on iStation. **Strategy's Expected Result/Impact:** Targeted reading intervention and reading fluency will improve **Staff Responsible for Monitoring:** Administrators, Multi-classroom Leaders and classroom teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The 4th grade team will follow the Data Driven Instruction process when analyzing data and forming reteach plans during PLCs. **Strategy's Expected Result/Impact:** Reading Intervention will be effective and student reading scores will improve **Staff Responsible for Monitoring:** administrators, Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

565

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

Performance Objective 4: By May 2023, 5th Grade Math STAAR meets scores will increase from 32% to 45%, Masters will increase from 11% to 24%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Lessons plans
Tutoring outcomes
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all staff
Walkthroughs and feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Noel will use Opportunity Culture to provide teachers personalized professional learning in all grade levels. This will occur in the form of coaching, co-teaching, co-planning, and real-time feedback given by the Multi-classroom Leaders (MCLs). **Strategy's Expected Result/Impact:** Academic growth in Domains 2 and 3 on STAAR. MAPS data will improve. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Practice Clinics in reading and math will be held to improve teacher capacity and rigorous teaching skills. **Strategy's Expected Result/Impact:** Teachers will be more confident and student engagement will improve. **Staff Responsible for Monitoring:** Campus Administrators, Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Tutoring will be provided during, and after school. **Strategy's Expected Result/Impact:** Increase in student achievement toward growth goals and filling individual student gaps. **Staff Responsible for Monitoring:** classroom teachers administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Noel will embed technology through Blended Learning station rotations and utilize in the classrooms at all times. **Strategy's Expected Result/Impact:** Students will be given immediate feedback on their progress learning to work on personalized instruction needed to close student gaps. **Staff Responsible for Monitoring:** Campus administrators Classroom teachers Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				567

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: According to Middle of the Year Reading MAPS, 3rd - 5th grade will have 50% of their students meeting or exceeding their projected growth goals, and by End of Year Reading MAP, 3rd -5th Grade will have 65% of their students meeting or exceeding their growth goals.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: BOY, MOY, EOY MAP data
Lesson Plans
Walk-throughs and feedback
Tutoring outcomes
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all Staff

568

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: According to the MAP Reading Growth Assessment, the number of 3rd grade students meeting or exceeding their growth goals will increase from 48% to 58%. **Strategy's Expected Result/Impact:** The percentage of 3rd grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** Multi-classroom leaders teachers administrators **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: According to the MAP Reading Growth Assessment, the number of Noel 4th grade students meeting or exceeding their growth goals will increase from 45% to 55%. **Strategy's Expected Result/Impact:** The Percentage of 4th grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** Multi-Classroom Leaders Teachers Administrators **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: With the added Multi-Classroom Leader and Reach Associate in third grade the teachers will receive the coaching and support to grow teachers and students to help increase growth in both reading and math. **Strategy's Expected Result/Impact:** The percentage of third graders growth will improve in both reading and math. **Staff Responsible for Monitoring:** Teachers Multi-Classroom Leaders Reach Associate Administrators **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $11,000				569

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: By May 2023, 3rd Grade Reading STAAR Meets scores will increase from 11% to 16%, Masters scores will increase from 8% to 13%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: iStation Data
Short-cycle assessment data
BOY, MOY, EOY, MAP data
Lesson Plans
Walk-through and Feedback
Tutoring Outcomes
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all staff

570

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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided during and/or after school. **Strategy's Expected Result/Impact:** The percentage of 3rd grade students reading at or above grade level will improve **Staff Responsible for Monitoring:** Multi-classroom Leaders Classroom teachers Campus administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

571

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

Performance Objective 1: Noel will implement innovative instructional models which enable personalized learning for all students.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Lesson Plans
Evaluation of Practice Clinics
PLC Agendas
Walk-through Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blended Learning will provide personalize instruction for students through computer based programs and small group instruction. **Strategy's Expected Result/Impact:** Students will track their progress through Lexia, iStation, Education Galaxy and Imagine Math. They will target their growth and work on areas of need. **Staff Responsible for Monitoring:** Classroom Teachers, Multi-Classroom Leader				572

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: Noel will continue to utilize Social Emotional Learning focused strategies to increase college, career, and military readiness by improving our attendance rate to 94.7%.

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

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social Emotional Learning support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Strategy's Expected Result/Impact:** Social Emotional Learning support will enhance student learning by creating a low-risk learning environment and help build student self-esteem **Staff Responsible for Monitoring:** teachers counselors administrators **ESF Levers:** Lever 3: Positive School Culture				573

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Students identified as Other Special Populations (OSP - McKinney Vento, Homeless, Foster and Military-Connected) will be prioritized and receive additional services designed to increase academic performance on STAAR and improve attendance for this Special Population.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Community Outreach Center, social workers, specialists, and Communities in Schools will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria. **Strategy's Expected Result/Impact:** Barriers will be removed so student attendance will be expected to increase to 95%. **Staff Responsible for Monitoring:** Counselors Office Clerk Administrators **ESF Levers:** Lever 3: Positive School Culture				574

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: Noel will continue to implement a monthly writing prompt schoolwide utilizing AVID W.I.C.O.R. strategies to improve college, career, and military readiness,

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Student Writing Folders
Lesson Plans
AVID strategies for writing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will utilize AVID binders to help them with their organizational skills **Strategy's Expected Result/Impact:** Students will be more successful when working independently **Staff Responsible for Monitoring:** Classroom Teachers Multi-classroom Leaders Campus Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will identify in their lesson plans, which AVID W.I.C.O.R. (writing, inquiry, Collaboration, Organization and Reading) skill is being targeted in each student activity. **Strategy's Expected Result/Impact:** Teachers will plan for all parts of W.I.C.O.R.				

Staff Responsible for Monitoring: Classroom Teachers
Multi-classroom Leaders
Administrators

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

576

Ector County Independent School District

New Tech Odessa High School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

577

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas. (NTO from an 67% to a 72%).

Performance Objective 1: New Tech Odessa will embed technology for anytime, anywhere teaching and learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will utilize technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Echo - Learning Management System (LMS), Adaptive Technology, Online Literacy Libraries, Eduphoria, Edgenuity, and New Tech Network resources. **Strategy's Expected Result/Impact:** Increase percent of students working on grade level in reading and math by 5% **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				578

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO teachers will effectively use Echo as a primary learning management system (LMS) for all students and a variety of digital tools to enhance teaching and learning (anytime, anywhere). This will be accomplished with intentional professional learning for adult surrounding the seamless use of Echo in the classroom. **Strategy's Expected Result/Impact:** Teachers will become proficient with Echo and a variety of digital tools to enhance teaching and learning **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO will use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) - Echo. **Strategy's Expected Result/Impact:** Equitable of access to all and creating technologically agile staff and learners **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

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. (NTO from an 67% to a 72%).

Performance Objective 2: New Tech Odessa will provide a rigorous, relevant and engaging curriculum

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of NTO Seniors will be enrolled in a Project Based Research Design course to strengthen college and career readiness efforts: completing FAFSA, creating an individualized college/university/military plan, exploring career pathways through an internship experience, completing a community capstone project, conducting college visits, implementation of the Naviance platform, and preparing students for successful achievement on the Texas Success Initiative (TSI) exam. **Strategy's Expected Result/Impact:** Individualized post-secondary institution or military plan for each graduate. Campus CCMR score of 90% for 2022-23. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Project Based Research Design Teacher, College Access Committee, & Teachers				

Strategy 2 Details	Reviews			579
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks across all content areas (including electives). **Strategy's Expected Result/Impact:** Increased overall EOC "Meets" scores by 2%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO will implement research based instructional models which enable personalized learning for all students, including project-based learning. **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: The NTO non-negotiable elements of project based learning will be consistently explored during professional development to assist in creating meaningful, relevant, and differentiated learning. This includes, allowing learners to offer feedback on project implementation/design and peer project critique using the Critical Friends protocol during professional learning. **Strategy's Expected Result/Impact:** Increase sense of learner connectedness to their learning environment. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Each NTO campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week. **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and lifelong learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, and Teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: The campus principal will conduct a minimum of 5 documented Echo Agenda (Lesson Plan) checks and provide timely and constructive feedback for teachers. **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and lifelong learners. **Staff Responsible for Monitoring:** Principal and Teachers				

Strategy 8 Details	Reviews			
Strategy 8: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks in content area classes.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased growth target by 1% in Algebra I and increased growth target by 1% in English II.				
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 9 Details	Reviews			
Strategy 9: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks in English I. NTO will also have targeted. data-driven PLC work for the whole staff to support learners.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased English I "Meets" scores by 1%.				
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 10 Details	Reviews			
Strategy 10: NTO will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments and Formative Assessments.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners.				
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 11 Details	Reviews			
Strategy 11: With consistent implementation of project based learning, NTO learners in English I will achieve the projected MAP RIT score for Reading from _29_ to _39_ % by May 2023.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in observed growth.				
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 12 Details	Reviews			
Strategy 12: With consistent implementation of project based learning, NTO learners in English I will achieve the projected MAP RIT score for Language from _49_ to _59_ % by May 2023.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in observed growth.				
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 13 Details	Reviews			
Strategy 13: With consistent implementation of project based learning, NTO learners in English II will achieve the projected MAP RIT score for Reading from _40_ to _50_ % by May 2023.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in observed growth. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 14 Details	Reviews			
Strategy 14: With consistent implementation of project based learning, NTO learners in English II will achieve the projected MAP RIT score for Language from _47_ to _57_ % by May 2023.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in observed growth. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 15 Details	Reviews			
Strategy 15: With consistent implementation of project based learning, NTO learners in Algebra I will achieve the projected MAP RIT score from _50_ to _60_ % by May 2023.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in observed growth. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 16 Details	Reviews			
Strategy 16: With consistent implementation of project based learning and literacy across content areas, NTO learners on the English I STAAR EOC will achieve an _89_ % in the category of Approaches (formerly _87_%).	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 17 Details	Reviews			
Strategy 17: With consistent implementation of project based learning and literacy across content areas, NTO learners on the English II STAAR EOC will achieve an _90_ % in the category of Approaches (formerly _88_%).	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 18 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 18: With consistent implementation of project based learning and literacy across content areas, NTO learners on the Algebra I STAAR EOC will achieve an _92_ % in the category of Approaches (formerly _90_%). **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 19 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 19: With consistent implementation of project based learning and literacy across content areas, NTO learners on the Biology STAAR EOC will achieve an _98_ % in the category of Approaches (formerly _96_%). **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 20 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 20: With consistent implementation of project based learning and literacy across content areas, NTO learners on the U.S. History STAAR EOC will achieve an _100_ % in the category of Approaches (formerly _99_%). **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas. (NTO from an 67% to a 72%).

Performance Objective 3: New Tech Odessa will build systems and commitment to develop, implement and integrate SEL initiatives.

Strategy 1 Details	Reviews			
Strategy 1: With the implementation of Culture Week, Culture days, and other strategies to reinforce campus culture, the School Connectedness Indicator on Panorama will increase from _52_% to _54%_.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: NTO learners will be assigned a weekly Advisory (Phoenix Ignite) class to address high SEL needs and implement the 7 Mindsets program.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: NTO will desegregate data using the Fall and Spring Panorama Student Survey Data to evaluate trends and next steps: an overall increase from _66%_ to _69%_ in the category of Student SEL & Well-Being. **Strategy's Expected Result/Impact:** 3% overall increase in Student SEL & Well-Being. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, and Teachers	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: NTO will desegregate data using the Fall and Spring Panorama Student Survey Data to evaluate trends and next steps: an overall increase from _52%_ to _55%_ in the category of Student Supports + Environment. **Strategy's Expected Result/Impact:** 3% overall increase in Student Supports + Environment. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, and Teachers	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: NTO will desegregate data using the New Tech Network School Culture Survey to evaluate trends and next steps: an overall increase from _3%_ in the category of Student School Culture. **Strategy's Expected Result/Impact:** 3% overall increase in the category of Student School Culture. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, New Tech Network Coach, and Teachers	Formative			Summative
	Oct	Jan	Mar	May

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas. (NTO from an 67% to a 72%).

Performance Objective 4: New Tech Odessa will develop and implement systems and supports for students and families that promote recovery and resiliency.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO teachers will host Before and After School Workshops and also After School Credit Recovery Edgenuity Lab time to support at-risk students in accessing rigorous courses, provide content support, and to ensure students are on track with their cohort group to graduate on time. **Strategy's Expected Result/Impact:** 100% of students will meet CCMR expectations and will be accepted into post-secondary choice. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Specialist, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will use campus-level systems and structures to monitor/improve disaggregated discipline data regularly to decipher and address inequities. **Strategy's Expected Result/Impact:** Creating a safe and orderly environment where learner needs are met to maximize learning and equity is at the forefront. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, and Teachers				

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas. (NTO from an 67% to a 72%).

Performance Objective 5: New Tech Odessa will provide and safe and supportive school environment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO staff will be awareness trained regarding child abuse/maltreatment of children will be provided to all staff. Counselors will train campus staff during on-campus professional development on child abuse prevention, reporting requirements, and ECISD-specific procedures. All new staff will be trained during required new employee training on Darkness to Light/Stewards of Child prevention program. **Strategy's Expected Result/Impact:** 100% compliance in recognizing and reporting signs of abuse. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Instructional Specialist and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO staff will receive Suicide Prevention education through SafeSchools, and face-to-face instruction concerning ECISD suicide prevention response procedures. Students will receive suicide prevention training through Phoenix Ignite (Advisory). **Strategy's Expected Result/Impact:** 100% of all campus staff will be trained in suicide prevention. Age-appropriate training will be provided to all students. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO will follow the ECISD comprehensive Guidance and Counseling curriculum, in alignment with Texas Counseling Association Model for the Comprehensive Guidance and Counseling Program and the American School Counselor Association National Model, will be monitored for implementation with fidelity to include, child abuse reporting, human trafficking, dating violence, suicide prevention, substance abuse, mental health, conflict resolution, child abuse, violence prevention, mental health warning signs, bullying, self efficacy, decision making, and other social-emotional topics. **Strategy's Expected Result/Impact:** Monthly reports will indicate alignment with program expectations. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: NTO teachers will be engaged in professional learning opportunities to assist in creating a strong classroom culture. **Strategy's Expected Result/Impact:** Panorama Survey Data, Student Surveys, STAAR EOC Assessment Data, MAPS EOY Data, and Grade Reporting for each grading period. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: NTO teachers will be engage learners in Culture Week, Culture Days, and also summer onboarding opportunities to create a strong sense of school culture. **Strategy's Expected Result/Impact:** Increase sense of learner connectedness to their learning environment **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers				

No Progress

Accomplished

Continue/Modify

Discontinue

587

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas. (NTO from an 67% to a 72%).

Performance Objective 6: New Tech Odessa leaders will improve instructional leadership systems and practices through personalized professional learning and targeted coaching and feedback resulting in improved student learning outcomes.

Evaluation Data Sources: STAAR data
Observation and Feedback data
MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each NTO campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week. **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and lifelong learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, and Teachers				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The NTO campus principal will conduct a minimum of 5 documented Echo Agenda (Lesson Plan) checks and provide timely and constructive feedback for teachers. **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and lifelong learners. **Staff Responsible for Monitoring:** Principal and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The NTO campus principal, Dean of Students, and Campus Instructional Coach will meet monthly with the New Tech Network (NTN) assigned coach to complete a project based learning needs assessment and develop next steps to ensure fidelity to the NTN model. **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and lifelong learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, and Campus Instructional Coach				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: In 2022-23, New Tech Odessa will offer a job-embedded, personalized professional learning system for teachers and administrators.

HB3 Board Goal

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will host weekly PLCs and Adult Learning opportunities that are differentiated, address learning gaps, strengthen project development, model practice, and allow for staff collaboration. **Strategy's Expected Result/Impact:** Increase staff retention, improve employee effectiveness, and overall increase in student performance. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will intentionally seek professional learning for facilitators that is grounded in project-based learning to strengthen project development. **Strategy's Expected Result/Impact:** Increase staff retention, improve employee effectiveness, and overall increase in student performance. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: New Tech Odessa leaders will assist and support staff in acquiring the National Board for Professional Teaching Standards during 2022-2023.

Evaluation Data Sources: Number of candidates for the National Board Certification
Number of National Board Components submitted for Consideration

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: New Tech Odessa leaders will identify and support strong potential candidates for recruitment into ECISD's National Board for Professional Teaching Standards. **Strategy's Expected Result/Impact:** NTO will have 8% of teachers qualify and successfully complete the National Board Certification. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024 (NTO from an 86% to a 90%).

Performance Objective 1: New Tech Odessa will implement innovative instructional models which enable personalized learning for all students.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will implement Professional Learning Communities (PLC) where teams implement the Data-Driven Instructional process, develop TEKS knowledge, and plan for student mastery of learning objectives. **Strategy's Expected Result/Impact:** Higher level of teacher capacity and understanding of content resulting increasing student outcomes by 10% in all content areas each year. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will implement research based instructional models which enable personalized learning for all students, including project-based learning. **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO teachers will effectively use Echo as a primary learning management system (LMS) for all students and a variety of digital tools to enhance teaching and learning (anytime, anywhere). This will be accomplished with intentional professional learning for adult surrounding the seamless use of Echo in the classroom. **Strategy's Expected Result/Impact:** Teachers will become proficient with Echo and a variety of digital tools to enhance teaching and learning **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

 No Progress Accomplished Continue/Modify Discontinue

592

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024 (NTO from an 86% to a 90%).

Performance Objective 2: New Tech Odessa will utilize SEL focused strategies to increase college, career and military readiness.

Evaluation Data Sources: Attendance data, drop out data, graduation rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: With the implementation of Culture Week, Culture days, and other strategies to reinforce campus culture, the School Connectedness Indicator on Panorama will increase from _52_% to _54%_. **Strategy's Expected Result/Impact:** Reinforcing Agency in learners. Creating a safe and orderly environment where learners can thrive. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: With consistent implementation of project based learning and a focus on the New Tech Network Collaboration Rubric, the school connectedness indicator on Panorama will increase from _52_% to _54%_. **Strategy's Expected Result/Impact:** Reinforcing Agency in learners. Creating a safe and orderly environment where learners can thrive. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO will utilize New Tech Network support in the area of SEL that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, Campus Instructional Coach, and Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: NTO will desegregate data using the Fall and Spring Panorama Student Survey Data to evaluate trends and next steps: an overall increase from _66%_ to _69%_ in the category of Student SEL & Well-Being. **Strategy's Expected Result/Impact:** 3% overall increase in Student SEL & Well-Being. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, and Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: NTO will desegregate data using the Fall and Spring Panorama Student Survey Data to evaluate trends and next steps: an overall increase from _52%_ to _55%_ in the category of Student Supports + Environment. **Strategy's Expected Result/Impact:** 3% overall increase in Student Supports + Environment. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, and Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024 (NTO from an 86% to a 90%).

Performance Objective 3: New Tech Odessa will create systems that support all graduating seniors to and through college, career and military decisions.

HB3 Board Goal

Evaluation Data Sources: National Student Clearinghouse Postsecondary enrollment, completion
State accountability CCMR data reports (TEA trackers and verifiers)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will continue to build strategic and intentional partnerships between the campus, career experts, organizations and Institutes of Higher Education (IHE) to collectively support students through their senior year and beyond high school graduation. **Strategy's Expected Result/Impact:** Increase FAFSA and TASFA completion rate of 100% **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				595

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks across all content areas (including electives). **Strategy's Expected Result/Impact:** Graduation rate of 100%. All Seniors having a post-secondary individualized plan for college, university, or military. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of NTO Seniors will be enrolled in a Project Based Research Design course to strengthen college and career readiness efforts: completing FAFSA, creating an individualized college/university/military plan, exploring career pathways through an internship experience, completing a community capstone project, conducting college visits, implementation of the Naviance platform, and preparing students for successful achievement on the Texas Success Initiative (TSI) exam. **Strategy's Expected Result/Impact:** Individualized post-secondary institution or military plan for each graduate. Campus CCMR score of 90% for 2022-23. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Project Based Research Design Teacher, College Access Committee, & Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Freshmen will be offered AVID 1 as a course elective to assist with establishing a college going culture, offer weekly tutorial supports, and encourage student success on course work. **Strategy's Expected Result/Impact:** Increase results in attendance data, grading cycle grades, course completions, community service hours, etc. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, AVID Coordinator Teacher, & College Access Committee				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: The campus will train all staff and implement school wide Focused Note Taking in all core and elective classes to assist learners with organization and high order thinking. **Strategy's Expected Result/Impact:** Increase results in attendance data, grading cycle grades, course completions, community service hours, graduation rates, college acceptance rates, etc. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, AVID Coordinator Teacher, & Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

596

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024 (NTO from an 86% to a 90%).

Performance Objective 4: New Tech Odessa's achievement on the AP passing standard will increase from _42_ to _47_% by May 2023.

Evaluation Data Sources: 1022-2023 State Accountability
2022-2023 College Board AP Scores Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All NTO AP teachers will have NMSI training and implement the strategies and practices in the classroom. **Strategy's Expected Result/Impact:** Increased AP exams scores by 5%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO AP Teachers will conduct AP Mock Testing in September and February and desegregate data to make instructional adjustments and implements College Board best practices. **Strategy's Expected Result/Impact:** Increased AP exams scores by 5%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Increased AP exams scores by 5%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024 (NTO from an 86% to a 90%).

Performance Objective 5: New Tech Odessa's 11th/12th Grade students achieving the PSAT/NMSQT/SAT benchmark will increase from _31%_ to _36%_ by May 2023.

Evaluation Data Sources: 2023 College Board Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will enroll all Juniors in a College Transition / SAT Prep. course focused on supporting learners in SAT strategies and best practices. **Strategy's Expected Result/Impact:** 5% overall increase on PSAT/NMQT from previous year to current year. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, Math Teachers, ELAR Teachers, & SAT Prep. Teacher				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO Juniors will be required to take Saturday SAT diagnostic exams in the Fall and Spring. Students will disaggregate data on diagnostics results to make improvements. **Strategy's Expected Result/Impact:** 5% overall increase on PSAT/NMQT from previous year to current year. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, Math Teachers, ELAR Teachers, & SAT Prep. Teacher				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: NTO school leaders will promote Fall and Spring SAT Bootcamps for learners in grades 10th-12th. **Strategy's Expected Result/Impact:** 5% overall increase on PSAT/NMQT from previous year to current year. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, SAT Prep.				

Teacher, Teachers, & AAS Department				

 No Progress Accomplished Continue/Modify Discontinue

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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 (NTO from an 86% to a 90%).

Performance Objective 6: New Tech Odessa will focus on recovering and reengaging students who have dropped out of school.

Evaluation Data Sources: Attendance data, drop out data and credit recovery

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will utilize technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Echo - Learning Management System (LMS), Adaptive Technology, Online Literacy Libraries, Eduphoria, Edgenuity, and New Tech Network resources. **Strategy's Expected Result/Impact:** No students on the drop-out list. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO teachers will host Before and After School Workshops and also After School Credit Recovery Edgenuity Lab time to support at-risk students in accessing rigorous courses, provide content support, and to ensure students are on track with their cohort group to graduate on time. **Strategy's Expected Result/Impact:** 100% of students will meet CCMR expectations and will be accepted into post-secondary choice. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Specialist, and Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024 (NTO from an 86% to a 90%).

Performance Objective 7: New Tech Odessa students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance and decrease dropout rates.

Evaluation Data Sources: Attendance data
Dropout lever codes
Credits Earned

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				601

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO leaders will work in conjunction with the ECISD Community Outreach Center to identify and support MV Homeless, Foster, and Military-Connected youth. **Strategy's Expected Result/Impact:** No students on the drop-out list. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, Attendance Clerk, Registrar, COC Social Worker, and Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024 (NTO from an 86% to a 90%).

Performance Objective 8: The percentage of New Tech Odessa students enrolling in postsecondary programs after high school graduation will increase by 5% year over year.

HB3 Board Goal

Indicators of Success:
Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%

Evaluation Data Sources: National student clearinghouse postsecondary enrollment
State accountability and HB3 outcomes bonus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of NTO Seniors will be enrolled in a Project Based Research Design course to strengthen college and career readiness efforts: completing FAFSA, creating an individualized college/university/military plan, exploring career pathways through an internship experience, completing a community capstone project, conducting college visits, implementation of the Naviance platform, and preparing students for successful achievement on the Texas Success Initiative (TSI) exam. **Strategy's Expected Result/Impact:** Individualized post-secondary institution or military plan for each graduate. Campus CCMR score of 90% for 2022-23. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Project Based Research Design Teacher, College Access Committee, & Teachers				602

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO teachers will effectively use Echo as a primary learning management system (LMS) for all students and a variety of digital tools to enhance teaching and learning (anytime, anywhere). This will be accomplished with intentional professional learning for adult surrounding the seamless use of Echo in the classroom. **Strategy's Expected Result/Impact:** Teachers will become proficient with Echo and a variety of digital tools to enhance teaching and learning. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

 No Progress Accomplished Continue/Modify Discontinue

603

Ector County Independent School District

Odessa Collegiate Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

604

Board Goals

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

Performance Objective 1: OCA students who will meet or exceed the STAAR progress measure will increase from 83% to 85% or higher for May 2023.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: STAAR EOC, SCA, DBA results

Strategy 1 Details	Reviews			605
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leaders and tested teachers will review disaggregated data to track and monitor the progress of all testing students. **Strategy's Expected Result/Impact:** Improvement in Tier 1 Instruction **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement PLC meetings to facilitate and plan frequent data meetings with teachers, especially after any type of campus or district assessment. **Strategy's Expected Result/Impact:** Support tested teachers and disaggregate student data within the same week of assessments. **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: OCA teachers implement and plan a reteach process and reteach assessment for those concepts not understood or missed frequently by students on campus or district assessments,. **Strategy's Expected Result/Impact:** Closing the learning gaps and improve the learning of challenging concepts for our at-risk students **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				606

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: OCA will increase the percent of students end of year RIT score (Growth in MAP Reading and Alg. I) met or exceeded individual growth projections based on MAP from 63% to 68%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: MAP Beginning, Middle, and End of Year Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated MAP data and monitor the progress of all MAP tested students and provide feedback to students and teachers. **Strategy's Expected Result/Impact:** Improve Student Achievement, Improve Student MAP growth and scores, **Staff Responsible for Monitoring:** Campus Instructional Leadership, Teachers, Students (students track their own data, too)				607

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. **Strategy's Expected Result/Impact:** Increase student MAP achievement and growth. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Campus Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Increased tutoring (FEV tutoring and after school tutoring with ELA teacher) will be implemented use MAP data for specific students to create individual plans for growth. **Strategy's Expected Result/Impact:** Improved individual student growth on MAP assessments **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Campus Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

608

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

Performance Objective 3: The percentage of English I and Algebra I testers achieving Meets or Exceeds Standards on STAAR EOC will go from 83% to 88% in English I and 41% to 55% in Algebra I.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAA EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting. **Strategy's Expected Result/Impact:** Increase student performance on STAAR EOC **Staff Responsible for Monitoring:** Teachers, Instructional Leadership, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

610

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

Performance Objective 4: Performance of OCA subgroups compared to their peers across the State of Texas will increase from 85% to 90% (28 out of 33 subgroups to 30 out of 33).

High Priority

HB3 Board Goal

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All testing teachers use a tracking system to identify all the students in their subgroups and monitor individual student progress. **Strategy's Expected Result/Impact:** Close the gaps and increase the passing rate of subgroups on STAAR EOC tests. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				611

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Identify student weaknesses and struggling students and develop timely reassessments for them throughout the school year. **Strategy's Expected Result/Impact:** Close the gaps and increase the passing rate of subgroups on STAAR EOC tests. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus leadership and teachers keep families informed and involved in the process of their student's assessment scores, struggles, and interventions on campus. **Strategy's Expected Result/Impact:** Close the gaps and increase the passing rates of subgroups on STAAR EOC tests. **Staff Responsible for Monitoring:** Campus Instructional Leadership, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

612

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

Performance Objective 5: The percentage of OCA student attendance will increase from 95.7 to 96.0 by the end of May 2023.

High Priority

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

Evaluation Data Sources: Weekly attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Maintain multi-tiered systems of reports and supports to track and monitor student attendance.	Formative			Summative
Strategy's Expected Result/Impact: Increase student attendance **Staff Responsible for Monitoring:** Attendance Clerk, Principal, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	Jan	Mar	May 613

Strategy 2 Details	Reviews			
Strategy 2: Track student attendance weekly and for some at-risk students, track it daily.	Formative			Summative
Strategy's Expected Result/Impact: Increase student attendance rate **Staff Responsible for Monitoring:** Attendance Clerk, Principal, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus will provide layers of documented interventions - Attendance clerk 3 unexcused absences student contract, 5 unexcused absences teacher contract, 7 unexcused absences counselor contract in Eduphoria, 10 unexcused absences a Truancy Prevention Measures contract with the Principal. All contract meetings involve the student and parent. **Strategy's Expected Result/Impact:** Increase attendance rate for students with poor attendance. **Staff Responsible for Monitoring:** Attendance Clerk, Principal, Teachers, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

614

Board Goal 2: Through foundational excellence, 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.

615

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

Performance Objective 1: OCA will maintain a 100% CCMR rate for 2023.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: CCMR reports from the district

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCA students will earn 9 college hours by the end of their 9th grade year. **Strategy's Expected Result/Impact:** Most 9th graders will earn their CCMR point by the end of the school year by passing their 3 Freshmen college classes (1 in the Fall, 2 in the Spring) **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				616

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselor and Principal will review reports and student transcripts to ensure students will meet CCMR Accountability criteria. **Strategy's Expected Result/Impact:** Maintain a 100% rate for CCMR **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: To earn CCMR bonus points and to continue students taking college classes, students will pass the TSI Reading/Writing and Math tests. **Strategy's Expected Result/Impact:** All OCA students will be TSI compliant. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

617

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

Performance Objective 2: OCA will have a 100% graduation rate for 2023.

High Priority

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

Evaluation Data Sources: Campus Data, 4 year longitudinal report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCA Principal and Counselor will monitor and track Senior students to ensure they are earning the correct credits every 9 week grading period and will intervene when Seniors show signs of poor attendance and/or poor grades. **Strategy's Expected Result/Impact:** All Seniors of the Class of 2023 will graduate in May of 2023. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison, Senior AVID Teacher **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				618

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Have multiple Senior parent & student meetings to facilitate family support, supply them resources as needed, and promote an atmosphere of connectedness to ensure they feel supported by the school. **Strategy's Expected Result/Impact:** All Seniors of the Class of 2023 will graduate in May 2023 and if struggling, feel supported by the school. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison, AVID Senior Teacher **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop individual graduation plans for Seniors who struggle with credits which will allow them to receive support to graduate on time in May of 2023. **Strategy's Expected Result/Impact:** All Seniors will graduate on time in May of 2023. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison, AVID Senior Teacher **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

619

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

Performance Objective 3: OCA will increase School Connectedness from 60% to 65% by May 2023.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Embed SEL strategies from the 7 Mindsets curriculum within ALL AVID classes, grades 9-12. **Strategy's Expected Result/Impact:** Improved students' social, emotional, and academic needs **Staff Responsible for Monitoring:** AVID Teachers - grades 9-12, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				620

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Disaggregate the student data from the Panorama Fall and Spring surveys and pay close attention to comments made by students on the survey. **Strategy's Expected Result/Impact:** Understanding and addressing the needs and concerns of our students **Staff Responsible for Monitoring:** Principal, Counselor, all Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement a proactive and responsive student support system for students to improve a positive learning environment. **Strategy's Expected Result/Impact:** All students feel comfortable to reach out to an adult on campus with their concerns and/or needs. **Staff Responsible for Monitoring:** Principal, Counselor, all Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

621

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

Performance Objective 4: OCA will increase its students earning an Associate Degree rate from 85% to 90% by May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: Odessa College Graduation lists for Associate Degrees

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Meet weekly with Odessa College Leadership (standing weekly meeting) to discuss college academic concerns and needs of our students. **Strategy's Expected Result/Impact:** Address students' college academic concerns in a timely manner **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison, Dean of Education and Fine Arts (Dean over OCA), and the OC Vice President of Student Support **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Meet quarterly (every 9 weeks) to review all student college grades. **Strategy's Expected Result/Impact:** Monitor all students' grades in college classes and intervene early to avoid academic probation or academic suspension from the college. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison, Dean of Education and Fine Arts (Dean over OCA) **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Communicate often with college professors and maintain an alert system that college professors can utilize when they have concerns about OCA students. **Strategy's Expected Result/Impact:** Address academic concerns in all college classes in a timely manner **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

623

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

Performance Objective 5: 100% of OCA students will be enrolled in an AVID course.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Master schedule to show ALL students are enrolled in OCA AVID, and OCA AVID reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCA will maintain its School-wide Site of Distinction certification from AVID as it pursues the top accreditation of an AVID Demonstration School. **Strategy's Expected Result/Impact:** Increase the level of AVID strategies used in the instruction of all classes and in the culture of the school. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				624

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Complete FAFSA, scholarship applications, college applications, and research college and careers through OCA AVID classes. **Strategy's Expected Result/Impact:** Prepare our students to be college and career ready after graduation and transfer to a university of their choosing after graduation. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers, and OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Through all AVID classes, teach organizational skills, efficient individual study skills, efficient small groups study skills, develop small and large goal making skills, and develop social skills needed in a university and/or career environment **Strategy's Expected Result/Impact:** Give ALL our students the necessary skills they will need as they transfer to an university of their choosing and on to a career of their choosing. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID Site Team, Principal, Counselor, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: As stated in the OCA/OC MOU, maintain appropriate AVID staffing and class size at OCA, so that ALL students have the AVID elective each year while attending OCA. **Strategy's Expected Result/Impact:** Keep AVID as an integral part of OCA each year as staffing is reviewed annually in the Spring semester. Maintain the AVID culture and instructional skills taught for each grade level at OCA. **Staff Responsible for Monitoring:** Principal, Counselor, AVID Campus Coordinator, AVID Teachers, AVID Site Team **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				625

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

Ector County Independent School District

OCTECHS

2022-2023 Campus Improvement Plan

626

Board Goals

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

Performance Objective 1: The percent of students who meet the STAAR progress measure will increase from 66% to 69% by May of 2023.

High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide feedback to teachers. **Strategy's Expected Result/Impact:** Improvement in Tier 1 Instruction. **Staff Responsible for Monitoring:** Instructional Leadership Team, (Lead Teachers, Admin, Teacher Coach). **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement schedules to facilitate weekly and recurring data meetings with teachers. **Strategy's Expected Result/Impact:** Support and build effectiveness with teachers & the turnaround of student data within 24/48 hours. **Staff Responsible for Monitoring:** Admin Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, and create plans to reteach. **Strategy's Expected Result/Impact:** Closing the learning gap with students who are identified as at risk and build teacher effectiveness. **Staff Responsible for Monitoring:** Instructional Leadership Team, (Lead Teachers, Admin, Teacher Coach). **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

No Progress | Accomplished | Continue/Modify | Discontinue

628

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

Performance Objective 2: The performance of OCTECHS student subgroups compared to their peers across the state of Texas will go from 34% to 43%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: EOY STAAR 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All staff are engaged in coordinated and pro-active planning to identify students who have significant learning gaps or who lack key foundation skills and provide them with timely interventions throughout the school year. **Strategy's Expected Result/Impact:** Close significant gaps and increase the passing rate of students retesting. **Staff Responsible for Monitoring:** Campus wide targeted intervention team. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				629

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers use a student tracking system to monitor individual student progress and the intensity and schedule of interventions. **Strategy's Expected Result/Impact:** Close significant learning gaps and increase passing rate of students retesting while increasing student MAP scores. **Staff Responsible for Monitoring:** Campus Leadership team and classroom teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers and school staff keep families informed and involved in the process of providing interventions for struggling learners. **Strategy's Expected Result/Impact:** Close significant learning gaps, increase the passing rate of students retesting and increase MAP scores. **Staff Responsible for Monitoring:** Campus Leadership team and classroom teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

630

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

Performance Objective 3: The percentage of student daily attendance will go from 94.6 % to 94.7 % by the EOY.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish and implement multi-tiered systems of support to track and monitor student attendance. **Strategy's Expected Result/Impact:** Increase student attendance. **Staff Responsible for Monitoring:** Attendance clerks, teachers and school Admin Team. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				631

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Consistently track and analyze data to address individual student attendance. **Strategy's Expected Result/Impact:** Increase student attendance. **Staff Responsible for Monitoring:** Attendance clerks, teachers and Admin. Team. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Admin./Attendance Clerks will contact families/parents when students reach or exceed 5 absences from school and create a plan to increase student attendance. **Strategy's Expected Result/Impact:** Increase student attendance. **Staff Responsible for Monitoring:** Attendance clerks and Admin Team. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

632

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

Performance Objective 4: The percentage of English 1 and Algebra 1 testers achieving Meets or Exceeds Standard on STAAR EOC will go from Eng. I - 61% to 65% & Alg. 1 - 49% to 55% by the EOY.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leaders reviewed disagregated data to track and monitor the progress of all students and provide evidence base feedback to teachers. **Strategy's Expected Result/Impact:** Increase student performance on STAAR and EOC. **Staff Responsible for Monitoring:** Admin Team and Instructional Coach. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize a planning process individually and in PLCs to analyze data, identify trends in student misconceptions and create plans to reteach. **Strategy's Expected Result/Impact:** Increase student performance on STAAR and EOC. **Staff Responsible for Monitoring:** Teachers, Instructional Coach and Admin Team. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting. **Strategy's Expected Result/Impact:** Increase student performance on STAAR and EOC. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach and Admin Team. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

634

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

Performance Objective 5: OCTECHS will increase End of Year RIT score Met or Exceeded individual Growth Projections based upon MAP from 54% to 56% by May 2023.

High Priority

HB3 Board Goal

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Leadership Team will review disagregated data to track and monitor the progress of all students and provide feedback to teachers. **Strategy's Expected Result/Impact:** Improve student achievement. Increase student growth based on MAP data. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach and Admin Team. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				635

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP data to meet with students to track individual student growth throughout the school year. **Strategy's Expected Result/Impact:** Increase in student achievement. Increase student individual growth based on MAP data. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach and Admin Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using MAP data for specific students to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Improvement in individual student growth for MAP. **Staff Responsible for Monitoring:** Teachers, Instructional Coach and Admin Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

636

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

637

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

Performance Objective 1: OCTECHS students meeting at least one CCMR accountability indicator will continue to be 100%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Yearly CCMR Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers & the HS Counselor will pull student data to identify students who have not met CCMR accountability by the end of their Freshmen year. **Strategy's Expected Result/Impact:** To Increase campus CCMR accountability. **Staff Responsible for Monitoring:** Counselor and HS teachers, Admin Team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				638

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: OCTECHS Counselor and Odessa College Liaison will look at transcripts and courses to ensure students will meet CCMR accountability by HS graduation. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability and students will prepare for post-secondary education. **Staff Responsible for Monitoring:** HS counselor and Odessa College Liaison, Campus Admin Team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Counselor will meet with students to create a plan to either enroll students into classes or prepare for TSI. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability and students will be prepared for post-secondary education. **Staff Responsible for Monitoring:** Counselor & Admin Team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

639

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

Performance Objective 2: OCTECHS 4 year graduation rate will maintain at 98% or above.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leaders track and monitor students to intervene when students show early signs of attendance, behavior and academic concerns. **Strategy's Expected Result/Impact:** Identify struggling students and intervene early to decrease dropout rates. **Staff Responsible for Monitoring:** Classroom teachers, attendance clerks, counselor and Admin Team. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				640

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Targeted individual support will be provided for students who have fallen off track and a plan will be created that will lead to successful HS graduation. **Strategy's Expected Result/Impact:** Maintain and/or Increase student graduate rate. **Staff Responsible for Monitoring:** Teachers, Attendance Clerk, Counselor & Admin Team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Improve individual and family support to facilitate monitoring of students, create connectedness to the school. **Strategy's Expected Result/Impact:** Increase graduation rate and parent involvement. **Staff Responsible for Monitoring:** Teachers, counselor & Admin Team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

641

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

Performance Objective 3: The percentage of students enrolling in postsecondary programs after high school graduation or entering the work force will increase from 53% to 60%.

HB3 Board Goal

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

Evaluation Data Sources: National student clearinghouse postsecondary enrollment
State accountability and HB3 outcomes bonus
Texas Workforce Commission (TWC)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All OCTECHS Seniors will be enrolled in an AVID course to have them complete FAFSA, complete college applications, complete their college program internship experience, complete their associates degree plan, and complete other tasks to prepare them for post-secondary readiness or the world of work. **Strategy's Expected Result/Impact:** Seniors enrolled in a post-secondary institution, employed in the workforce or military. **Staff Responsible for Monitoring:** Principal, Counselor, Campus Instructional Coach and Teachers. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: OCTECHS will work with Odessa College to increase student enrollment in the BAAS program. **Strategy's Expected Result/Impact:** Increase post secondary enrollment. **Staff Responsible for Monitoring:** HS Counselor, OC Liaison & Admin Team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: OCTECHS and OC will increase the number of meaningful internships that will increase employment opportunities and they will invite Military recruiters to present to HS Seniors & Juniors. **Strategy's Expected Result/Impact:** Increase CCMR and employment opportunities. **Staff Responsible for Monitoring:** OCTECHS counselor, Admin Team and AVID Coordinator. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

643

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

Performance Objective 4: OCTECHS will increase school connectedness from 61% to 62% by the EOY 2023.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Panorama Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of SEL curriculum using 7 Mindsets School wide. **Strategy's Expected Result/Impact:** Improve student emotional and academic performance. **Staff Responsible for Monitoring:** Teachers, Counselor and Admin Team. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				644

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of a proactive and responsive support system for students social and emotional needs to create a positive learning environment. **Strategy's Expected Result/Impact:** Improve students connection to school and create positive interactions. **Staff Responsible for Monitoring:** Teachers, Counselor & Admin Team. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Create connections between OCTECHS and families through the presentation of timely information and opportunities for students/Parents/Staff to engage in afterschool activities. **Strategy's Expected Result/Impact:** Increase student/parent connectedness and family involvement. **Staff Responsible for Monitoring:** Teachers, Counselors & Admin Team. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

645

Ector County Independent School District

Odessa High School

2022-2023 Campus Improvement Plan

646

Board Goals

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

Performance Objective 1: Odessa High percentage of students who will meet or exceed the STAAR progress measure will go from 56% to 61% by May of 2023.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: STAAR/EOC/SCA/DBA results

647

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide feedback to teachers. **Strategy's Expected Result/Impact:** Improvement in Tier 1 Instruction **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implements schedules to facilitate frequent and recurring data meetings with teachers. **Strategy's Expected Result/Impact:** Support and build effectiveness with teachers and turnaround of student data within 24/48 hours. **Staff Responsible for Monitoring:** Principal/ Associate Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, and create plans to reteach. **Strategy's Expected Result/Impact:** Closing the learning gap with students who are identified as at risk. Build teacher effectiveness. **Staff Responsible for Monitoring:** MCL's / Instructional coaches/ Administrative team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				648

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Performance of Odessa High student subgroups compared to their peers across the state of Texas will go from 32% to 43%.

High Priority

HB3 Board Goal

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR/EOC/SCA/DBA results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. **Strategy's Expected Result/Impact:** Close significant gaps and increase the passing rate of student retesting. Increase MAP scores. **Staff Responsible for Monitoring:** Campus wide intervention team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				649

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers use a student tracking system to monitor individual student progress and the intensity and schedule of interventions. **Strategy's Expected Result/Impact:** Close significant gaps and increase the passing rate of student retesting. Increase MAP scores. **Staff Responsible for Monitoring:** Campus wide intervention team and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers and school staff keep families informed and involved in the process of providing interventions for struggling learners. **Strategy's Expected Result/Impact:** Close significant gaps and increase the passing rate of student retesting. Increase MAP scores. **Staff Responsible for Monitoring:** Campus wide intervention team and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

650

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

Performance Objective 3: The percentage of student daily attendance will go from 87% to 91% .

High Priority

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

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Establish and implement multi-tiered systems of support to track and monitor student attendance.	Formative			Summative
Strategy's Expected Result/Impact: Increase student attendance. **Staff Responsible for Monitoring:** Attendance clerks/Teachers/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	May
				651

Strategy 2 Details	Reviews			
Strategy 2: Consistently track and analyze data to address individual student attendance	Formative			Summative
Strategy's Expected Result/Impact: Increase attendance **Staff Responsible for Monitoring:** Attendance clerks, teachers and administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Administration/Attendance clerks will contact family/parent when student reaches 5 absences and create a plan to increase student attendance. **Strategy's Expected Result/Impact:** Increase in student attendance. **Staff Responsible for Monitoring:** Attendance clerks/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

652

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

Performance Objective 4: The percentage of English 1 and Algebra 1 testers achieving meets or exceeds standard on STAAR EOC will go from 20% to 35% in English 1 and 17% to 39% in Algebra 1.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. **Strategy's Expected Result/Impact:** Increase student performance on STAAR/EOC. **Staff Responsible for Monitoring:** Instructional Coaches/MCL's/Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers utilize a planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, and create plans to reteach. **Strategy's Expected Result/Impact:** Increase student performance on STAAR/EOC. **Staff Responsible for Monitoring:** Teachers/MCL's/Instructional Coaches/Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting. **Strategy's Expected Result/Impact:** Increase in student performance on STAAR/EOC. **Staff Responsible for Monitoring:** Teachers/MCL's/Instructional Coaches/Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

654

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

Performance Objective 5: Increase end of year RIT score met or exceeded individual growth projections based upon MAP from 48% to 56% by May 2024.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: MAP beginning, middle and end of year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide feedback to teachers. **Strategy's Expected Result/Impact:** Improve student achievement. Increase student growth based on MAP data. **Staff Responsible for Monitoring:** Teachers/Instructional Coaches/MCL's/Administration. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				655

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP data to meet with students to track individual student growth throughout the year. **Strategy's Expected Result/Impact:** Increase in student achievement. Increase in individual student growth based on MAP data. **Staff Responsible for Monitoring:** Teachers/Instructional Coaches/MCL's /Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using MAP data for specific students to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Improvement in individual student growth for MAP. **Staff Responsible for Monitoring:** Teachers/Instructional Coaches/MCL's/Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

656

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

657

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

Performance Objective 1: Odessa High School students who meet at least one CCMR accountability indicator will go from 39% to 65%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: CCMR Data
State Accountability

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

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

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

 No Progress Accomplished Continue/Modify Discontinue

659

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

Performance Objective 2: Odessa High School graduation percentage will go from 81.7% to 88% for the class of 2023.

High Priority

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

Evaluation Data Sources: Graduation Rate Data
State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leaders track and monitor students to intervene when students show early signs of attendance, behavior and academic concerns. **Strategy's Expected Result/Impact:** Identify struggling students and intervene early to increase graduation rate. **Staff Responsible for Monitoring:** Teachers/Attendance Clerks/Counselors,/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				660

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

661

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

Performance Objective 3: Odessa High School will increase school connectedness from 43% to 48% for the 2023 school year.

High Priority

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

Evaluation Data Sources: Panorama data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of SEL curriculum using the 7 Mindsets school wide. **Strategy's Expected Result/Impact:** Improved student emotional and academic education. **Staff Responsible for Monitoring:** Teachers/Counselors/Administration. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				662

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of a proactive and responsive support system for students social and emotional needs to create a positive learning environment. **Strategy's Expected Result/Impact:** Improve student connections to school. Create positive interactions. **Staff Responsible for Monitoring:** Teachers/Counselors/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop authentic relationships with students and family to increase involvement in school. **Strategy's Expected Result/Impact:** Increase student connectedness to the campus and family involvement. **Staff Responsible for Monitoring:** Teachers/Counselors/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

663

Ector County Independent School District

Pease Elementary

2022-2023 Campus Improvement Plan

664

Board Goals

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

Performance Objective 1: 54% of all students in Grades K-2nd will meet or exceed their end of year individual growth projections based upon MAP in Reading.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: monthly istation reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year; 665

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (Istation, iRead, LLI, NWEA MAP results, Guided Reading, fluency folders, informal and formals assessments) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher data tracking meetings.. **Strategy's Expected Result/Impact:** Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals **Staff Responsible for Monitoring:** Administrators, MCL, MTRT, Reading Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small group will be tailored to meet individual student needs. **Strategy's Expected Result/Impact:** Individual student growth in Reading. **Staff Responsible for Monitoring:** Administrators, MCLs, MTRTs, Blended Learning Coordinator, Reading Coach, **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

666

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

Performance Objective 2: 75% of all students in Grades K-2nd will meet or exceed their end of year individual growth projections based upon MAP in Math.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Short Cycle Assessments, NWEA MAP administered three times a year, teacher created assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (Imagine Math, NWEA MAP results, teacher made assessments) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. **Strategy's Expected Result/Impact:** Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals **Staff Responsible for Monitoring:** Administrator, MCL, MTRT **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				667

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small group will be tailored to meet individual student needs. **Strategy's Expected Result/Impact:** Individual student growth in Math. **Staff Responsible for Monitoring:** Administrators, MCL, MTRT **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 72% of all Kindergarten students Reading MAP will meet or exceed their end of year individual growth projections based upon MAP in Reading.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: monthly istation reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, Istation, HMH weekly assessments, LLI, Running Records, SCA) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know & Shows and used to data to plan reteach and drive instruction. **Strategy's Expected Result/Impact:** Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals **Staff Responsible for Monitoring:** teachers, Administrators, Reading Coach, MTRT, MCL **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small group will be tailored to meet individual student needs. **Strategy's Expected Result/Impact:** Individual student growth in reading in Kindergarten. **Staff Responsible for Monitoring:** teachers, Administrators, Reading Coach, MTRT, TRT **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

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

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 56% of all First students Reading MAP will meet or exceed their end of year individual growth projections based upon MAP in Reading.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: monthly istation reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, Istation, HMH weekly assessments, LLI, Running Records, SCA) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know & Shows and used to data to plan reteach and drive instruction. **Strategy's Expected Result/Impact:** Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals **Staff Responsible for Monitoring:** teachers, Administrators, Reading Coach, MTRT, MCL **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small group will be tailored to meet individual student needs. **Strategy's Expected Result/Impact:** Individual student growth in reading in Kindergarten.				

Staff Responsible for Monitoring: teachers, Administrators, Reading Coach, MTRT, TRT

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

 No Progress Accomplished Continue/Modify Discontinue

670

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: 56% of all Second Grade students Reading MAP will meet or exceed their end of year individual growth projections based upon MAP in Reading.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: monthly istation reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, Istation, HMH weekly assessments, LLI, Running Records, SCA) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know & Shows and used to data to plan reteach and drive instruction. **Strategy's Expected Result/Impact:** Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals **Staff Responsible for Monitoring:** teachers, Administrators, Reading Coach, MTRT, MCL **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small group will be tailored to meet individual student needs. **Strategy's Expected Result/Impact:** Individual student growth in reading in Second Grade. **Staff Responsible for Monitoring:** teachers, Administrators, Reading Coach, MTRT, TRT **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

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

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

Performance Objective 1: Staff belonging will increase from 50% to 65% on the spring 2023 staff Panorama survey.

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

Evaluation Data Sources: Panorama survey, staff feedback,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly staff team building activities will be implemented to increase staff connectiveness and a sense of belonging. **Strategy's Expected Result/Impact:** Improved school climate and increase in teacher retention. **Staff Responsible for Monitoring:** Administrators, committees, **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				672

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Formation of various campus committees to develop teamwork and teacher voice in campus decisions. **Strategy's Expected Result/Impact:** Improved moral and campus culture. **Staff Responsible for Monitoring:** Administrators, teachers, staff, committees **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Reestablish a campus AVID site team and implement AVID strategies campus-wide to increase rigor and student college career readiness.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: AVID Coaching and Certification Instrument

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

Strategy 2 Details	Reviews			
	Formative			Summative
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.	Oct	Jan	Mar	May

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Permian High School

2022-2023 Campus Improvement Plan

674

Board Goals

Revised/Approved: August 1, 2022

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

Performance Objective 1: The percentage of students scoring meets or exceeds standard on Algebra I EOC will increase to 55% as measured by 2023 STAAR.

High Priority

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

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

675

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				676

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: The percentage of students scoring meets or exceeds standard on English I EOC will increase to 45% as measured by 2023 STAAR.

High Priority

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

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** instructional coaches - Title Two Professional Development - $260,000, School safety summit attendance for APs - Title IV - $55,000				677

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

678

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

Performance Objective 3: The percentage of students meeting or exceeding the growth target will increase to 69% as measured by 2023 STAAR.

High Priority

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

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				679

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

680

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

Performance Objective 4: The percentage of students meeting or exceeding individual growth projections will increase to 56% as measured by MAP.

High Priority

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

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				681

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

682

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

683

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

Performance Objective 1: Permian High School will increase the percentage of current seniors meeting at least one CCMR accountability indicator by the fall of the senior year to 25%.

High Priority

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

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students not meeting Texas Success Initiative readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses. Campuses will offer TSIA to all Juniors and Seniors and to all Freshmen and Sophomores as needed for College Career Military Readiness. **Strategy's Expected Result/Impact:** Student achievement on TSIA assessments will increase 5% from the previous year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors **ESF Levers:** Lever 5: Effective Instruction				684

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Middle school through high school students, parents, counselors, and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid to guide students' decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, and scholarship information. **Strategy's Expected Result/Impact:** Graduation rates will increase 5% from the previous year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Through Naviance implementation, students will plan for their college and career goals, prepare for ACT/SAT exams, and complete their FAFSA. **Strategy's Expected Result/Impact:** Scores for ACT/SAT exams will increase 5% from the previous year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Counselors will work with students to identify potential CCMR credit. **Strategy's Expected Result/Impact:** CCMR indicators will increase 5% from the previous year. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Counselors, College and Career Advisors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				685

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Permian High School will raise the School Connectedness indicator of the Panorama survey from 50% to 62% by May 2023.

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

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian will continue to provide daily SEL curriculum through 7 Mindsets. **Strategy's Expected Result/Impact:** Students' social and emotional well-being will improve as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				686

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School will proactively build relationships and enhance communication with students and families through multiple platforms, such as SchoolStatus, Permian's website, and social media platforms. **Strategy's Expected Result/Impact:** There will be an increase in family involvement and student connectedness as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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

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

Performance Objective 3: The four-year campus graduation rate will increase to 90% for the Class of 2023.

High Priority

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

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School's average daily attendance will increase to 90%. **Strategy's Expected Result/Impact:** As daily attendance increases, more students will be on track to graduate. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Teachers, Social Workers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				687

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leaders will proactively track and monitor students to intervene when students show early signs of attendance, behavior, and academic concerns. Intensive individualized support will be provided for students who have fallen off track and a plan will be created that leads to graduation. **Strategy's Expected Result/Impact:** Identifying struggling students and providing early intervention will lead to an increase in graduation rates. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Teachers, Social Workers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Reagan Academic Magnet

2022-2023 Campus Improvement Plan

688

Board Goals

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

Performance Objective 1: Reagan will improve STAAR growth from 94% to 95% for all subjects and tested grades.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: STAAR data

689

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Every grade level will identify and track data on tests taken **Strategy's Expected Result/Impact:** Student growth will improve in all areas and STAAR growth in third through fifth is the main target. **Staff Responsible for Monitoring:** all staff and building administration **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Backward planning will be used to ensure high rigor is taught in each level and subject. **Strategy's Expected Result/Impact:** Student mastery scores will increase on all tests. **Staff Responsible for Monitoring:** Administration, teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Reading buddies will be implemented in all grade levels. **Strategy's Expected Result/Impact:** Students reading levels will increase. **Staff Responsible for Monitoring:** Administration and teachers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

690

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

Performance Objective 2: MAP scores in Reading and Math will be tracked and students scoring below 40% will have additional tutoring time.

High Priority

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

Evaluation Data Sources: MAP RIT scores

Strategy 1 Details	Reviews			
Strategy 1: LLI kits will be used to increase reading comprehension.	Formative			Summative
Strategy's Expected Result/Impact: MAP scores will increase in Reading.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administration, IC and teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				691

Strategy 2 Details	Reviews			
Strategy 2: Do the Math kits will be used to ensure hands on learning.	Formative			Summative
Strategy's Expected Result/Impact: Math skills will increase.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administration, IC and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Number Talks will be used in Kinder through Fifth grade. **Strategy's Expected Result/Impact:** Math skills will increase which will show on MAP and STAAR **Staff Responsible for Monitoring:** Administration, IC and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

692

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

Performance Objective 3: All Reagan teachers will use SEL strategies and 7 mindsets daily to improve student connectiveness on Panorama survey from 80% to 82%.

High Priority

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

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Seven mindsets will be included in morning routine in every classroom.	Formative			Summative
Strategy's Expected Result/Impact: Students will feel more connected and it will improve SEL **Staff Responsible for Monitoring:** Teachers, administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	Jan	Mar	May
				693

Strategy 2 Details	Reviews			
Strategy 2: Monthly counselor visits to the classroom.	Formative			Summative
Strategy's Expected Result/Impact: Students will be more comfortable talking about their emotions. **Staff Responsible for Monitoring:** Counselor and administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Character Traits reviewed during announcements daily.	Formative			Summative
Strategy's Expected Result/Impact: Students will understand and work to show character traits daily. **Staff Responsible for Monitoring:** Teacher, Counselor and Administration	Oct	Jan	Mar	May

TEA Priorities: Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

694

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

Performance Objective 1: Reagan will used observation feedback in classrooms to track and improve rigor in classroom to increase MAP growth from 67% at the end of the year to 68%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Academic Monitor sheets, Exit tickets, classroom observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reagan will begin Reading Buddies to increase students reading levels. **Strategy's Expected Result/Impact:** Reading levels will come up in all grade levels. **Staff Responsible for Monitoring:** teachers, administration **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				695

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Monthly MasterClub celebrations for students scoring mastery on SCA's. **Strategy's Expected Result/Impact:** Student mastery level will increase on SCA's **Staff Responsible for Monitoring:** Administration, teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Academic Monitoring Form created by CIT **Strategy's Expected Result/Impact:** Students and teachers will be more aware of the academic rigor and understanding in the classroom. **Staff Responsible for Monitoring:** Administration, teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

696

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

Performance Objective 2: Reagan is focused on Master Level on MAP and STAAR in 3rd grade Math from 45% to 46%, in 4th grade Math from 47% to 48% and 5th grade Math from 61% to 62%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: MAP grow parties MOY and EOY
SCA data tracking and monthly MasterCard parties
Benchmark data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: SCA data tracking for all students. **Strategy's Expected Result/Impact:** Students will take more initiative to show growth on SCA's **Staff Responsible for Monitoring:** Administration, IC, teachers and students **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will breakdown and analyze test determining why they got questions incorrect. **Strategy's Expected Result/Impact:** Students will correct and relearn strategies to increase scores on MAP and STAAR **Staff Responsible for Monitoring:** Administration, IC and Teacher **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Mastercard Celebrations students earn a mastercard every time the receive mastery on an SCA. **Strategy's Expected Result/Impact:** Students take pride in their work and strive for Mastery. Celebrations are done monthly with student names announced weekly during announcements. **Staff Responsible for Monitoring:** Administration, IC and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

698

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

Performance Objective 3: Reagan will focus on increasing Masters level of STAAR Reading in 3rd grade from 62% to 63%, in 4th grade from 69% to 70% and in 5th grade from 71% to 72%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: SCA, MAP, Benchmarks, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Reading Buddies upper grades paired with lower grades.	Formative			Summative
Strategy's Expected Result/Impact: Improve reading skills.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers, IC, and Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Mastercard Celebrations	Formative			Summative
Strategy's Expected Result/Impact: Students will work to show Master on SCA scores which will also improve STAAR scores.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers, IC and Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students scoring below 40% will have additional tutoring with IC or Special Area teacher **Strategy's Expected Result/Impact:** Scores will show improvement when working with small groups. **Staff Responsible for Monitoring:** IC, special area teacher and administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

700

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

Performance Objective 1: Reagan students will increase Mastery level on MAP and STAAR scores 2%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: MAP and STAAR data, classroom walkthroughs, individual data binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bilingual students will follow the Dual Language model. **Strategy's Expected Result/Impact:** Reading and Math skills will increase in each language. **Staff Responsible for Monitoring:** Administration, IC and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Summit will be used in Bilingual classrooms to increase speaking and reading skills on STAAR and TELPAS. **Strategy's Expected Result/Impact:** Increase scores on STAAR and TELPAS **Staff Responsible for Monitoring:** Administration and Bilingual teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Accelerated Reading will be used to improve reading comprehension. **Strategy's Expected Result/Impact:** Scores on MAP and STAAR will increase due to improving reading levels and testing. **Staff Responsible for Monitoring:** Administration, Media Specialist, teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Reagan students in Kinder through Fifth will use AVID strategies to keep them self organized which will increase scores on all testing.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: AVID binders, spot checks by teachers and administrators

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 4th & 5th students will start an Ebinder for AVID strategies and showcase of work. **Strategy's Expected Result/Impact:** Students will increase organizational skills and take pride in their work. **Staff Responsible for Monitoring:** teacher and administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Planners will be used to ensure parent and student communication on homework and skills learned. **Strategy's Expected Result/Impact:** Students will be more responsible for their own learning and take pride in their work. **Staff Responsible for Monitoring:** Teachers, students and parents **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Two and three column notes will be taught and used in third through fifth grade. **Strategy's Expected Result/Impact:** Students study skills will improve and daily work will show more mastery. **Staff Responsible for Monitoring:** Administration and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

704

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

Performance Objective 3: Reagan data from Panorama Survey will be used to guide needs of campus.

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

Evaluation Data Sources: Panorama Survey data, input from CIT on how to address needs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Coffee with Principals monthly. **Strategy's Expected Result/Impact:** Parents will have more connectiveness with Principals and administration. **Staff Responsible for Monitoring:** Administration, IC and counselor **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			705
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All Star of the Month Luncheon. **Strategy's Expected Result/Impact:** Students will build character by practicing monthly character traits. **Staff Responsible for Monitoring:** Administration, counselor and teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Seven Mindsets will be used in all classrooms. **Strategy's Expected Result/Impact:** Students will have improved Social and Emotional Learning. **Staff Responsible for Monitoring:** Administration, counselor and teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Ross Elementary

2022-2023 Campus Improvement Plan

706

AT ROSS ELEMENTARY

WE MOVE MOUNTAINS

2022 - 2023

Board Goals

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

Performance Objective 1: By May 2023, second and third-grade Mathematics MAP scores will have 65% of their students in each classroom meeting or exceeding their growth goals.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAPS BOY, MOY, and EOY scores
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-Going Coaching for All Staff

707

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In accordance with district initiatives, scope and sequence, and ECISD-approved curriculum, our MCLs, and their team teachers will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement. **Strategy's Expected Result/Impact:** Students will be allowed to participate in a variety of learning experiences that allow for high accountability and engagement. **Staff Responsible for Monitoring:** Teachers (classroom and special area) Campus Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided before, during, and after school. **Strategy's Expected Result/Impact:** Increase in student achievement toward growth goals and filling individual student gaps. **Staff Responsible for Monitoring:** Teachers, Campus Administration **Funding Sources:** - Title One School-wide				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All K-5 Ross teachers will implement the instructional frameworks for ELAR and Math using the district-approved curriculum resources that meet the learning needs of all students while ensuring all students have equitable access to rigorous resources aligned to the TEKS. Math and Reading content rooms will be created for Practice Clinics and each K-3 teacher will receive materials needed to ensure the implementation of Guided Reading with fidelity. **Strategy's Expected Result/Impact:** K-5 students will be reading on grade level or above by the end of their grade as well as meet on grade level or above math MAP targets. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal MCLs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				708

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By May 2023, second and third-grade Reading MAP scores will have 65% of their students in each classroom meeting or exceeding their growth goals.

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

Evaluation Data Sources: MAPS BOY, MOY, and EOY scores
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			709
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will plan engaging lessons following Relay practices by focusing on the standards using TEKS Resource System and Lead4ward resources. **Strategy's Expected Result/Impact:** Lesson Plans are engaging MAPS scores will improve **Staff Responsible for Monitoring:** MCLs (Multi-Classroom Leaders) Administration **TEA Priorities:** Build a foundation of reading and math -				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will monitor student progress on istation. **Strategy's Expected Result/Impact:** Targeted Reading intervention and Reading fluency will improve. **Staff Responsible for Monitoring:** Administrators MCLs Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Ross will follow all district calendar professional development allowances and plan relevant learning based on teacher needs as well as student data. **Strategy's Expected Result/Impact:** Teachers will benefit from professional development that is tailored to their needs. **Staff Responsible for Monitoring:** Administrators MCLs				

 No Progress Accomplished Continue/Modify Discontinue

710

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

Performance Objective 3: By May 2023, 4th grade Reading STAAR meets scores will increase from 37% to 42%, Masters will increase from 13% to 18%.

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

Evaluation Data Sources: Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The fourth grade teacher will be coached by a fourth grade MTRT on Balanced Literacy and successful classroom practices. **Strategy's Expected Result/Impact:** The Opportunity Culture MTRT will support the classroom teacher in improving classroom practices which will lead to student improvement. **Staff Responsible for Monitoring:** Administration MCLs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The fourth grade Reading teacher will monitor student progress on istation. **Strategy's Expected Result/Impact:** Targeted Reading intervention and Reading Fluency will improve. **Staff Responsible for Monitoring:** Administration MCLs Teacher				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The fourth grade team will follow the DDI process when analyzing data and forming reteach plans during PLCs. **Strategy's Expected Result/Impact:** Reading intervention will be effective and student Reading scores will improve. **Staff Responsible for Monitoring:** Administration MCLs				

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

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

Performance Objective 4: By May 2023, 5th grade Math STAAR meets scores will increase from 25% to 35%, Masters will increase from 13% to 18% .

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staf

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ross will use Opportunity Culture to provide teachers personaized professional learning in all grade levels. This will occur in the form of coaching, co-teaching, co-planning, and real-time feedback given by the Multi-Classroom Leaders (MCLs). **Strategy's Expected Result/Impact:** Academic Growth in Domains 2 and 3 on STAAR. MAPS data will improve **Staff Responsible for Monitoring:** Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Practice Clinics will be embedded in the Master schedule to allow for time to practice and improve teacher skills. **Strategy's Expected Result/Impact:** Teachers will be more confident and student engagement will improve. **Staff Responsible for Monitoring:** Administration MCLs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Tutoring will be provided before, during, and after school. **Strategy's Expected Result/Impact:** Increase in student achievement toward growth goals and filling individual student gaps.				

Staff Responsible for Monitoring: Administration Teachers				

 No Progress Accomplished Continue/Modify Discontinue

713

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: According to Middle of Year Reading MAPS, Kindergarten will have 50% of their students meeting or exceeding their projected growth goals, and by End of Year Reading MAPS, Kindergarten will have 65% of their students meeting or exceeding their projected growth goals.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: BOY, MOY, EOY MAP data
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

714

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction as well as planning quality intervention personalized to student's specific needs. **Strategy's Expected Result/Impact:** The percentage of kindergarten students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten teachers will take weekly running records during Guided Reading small group to guide fluency practice for students. **Strategy's Expected Result/Impact:** The percentage of Kindergarten students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

715

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: According to Middle of Year Reading MAPS, First grade will have 50% of their students meeting or exceeding their projected growth goals, and by End of Year Reading MAPS, First grade will have 65% of their students meeting or exceeding their projected growth goals.

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

Evaluation Data Sources: BOY, MOY, EOY MAP data
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			716
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction as well as planning quality intervention personalized to student's specific needs. **Strategy's Expected Result/Impact:** The percentage of First grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: First grade teachers will take weekly running records during Guided Reading small group to guide fluency practice for students. **Strategy's Expected Result/Impact:** The percentage of First grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: According to Middle of Year Reading MAPS, Second grade will have 50% of their students meeting or exceeding their projected growth goals, and by End of Year Reading MAPS, Second grade will have 65% of their students meeting or exceeding their projected growth goals.

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

Evaluation Data Sources: BOY, MOY, EOY MAP data
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			717
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction as well as planning quality intervention personalized to student's specific needs. **Strategy's Expected Result/Impact:** The percentage of Second grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Second grade teachers will take weekly running records during Guided Reading small group to guide fluency practice for students. **Strategy's Expected Result/Impact:** The percentage of Second grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: According to Middle of Year Reading MAPS, Third grade will have 50% of their students meeting or exceeding their projected growth goals, and by End of Year Reading MAPS, Third grade will have 65% of their students meeting or exceeding their projected growth goals.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: BOY, MOY, EOY MAP data
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

718

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Third grade Reading teachers will be trained on the utilization of Ector County ISD curriculum documents including HMH-Reading and Writing. **Strategy's Expected Result/Impact:** The percentage of Third grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize LLI Intervention with fidelity. **Strategy's Expected Result/Impact:** The percentage of Third grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: By May 2023, Third grade Reading STAAR Meets scores will increase from 41% to 46%, Masters scores will increase from 18% to 23%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: istation data
Short-Cycle Assessment data
BOY, MOY, EOY MAP data
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

719

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will track 3rd grade student scores by comparing them to their 2nd grade scores as a baseline to ensure students are making progress. **Strategy's Expected Result/Impact:** Teachers will be able to determine which students need intervention. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided before, during, and after school. **Strategy's Expected Result/Impact:** The percentage of Third grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Ross will establish and maintain strong partnerships with parents, community members, and businesses.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Ross Facebook, Website, and Twitter
Teacher/Grade level Web pages
SchoolStatus
SeeSaw
Volunteer Program (VOLY)
Teacher/Parent Conferences
Monthly Newsletters
Community Partnerships

720

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student celebrations and high engagement activities will be shared via social media. **Strategy's Expected Result/Impact:** Students and parents will gain confidence in student learning. **Staff Responsible for Monitoring:** PTA Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ross will hold monthly academic parent nights. **Strategy's Expected Result/Impact:** Parents will be supportive of student learning. **Staff Responsible for Monitoring:** Teachers Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

721

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

Performance Objective 2: Ross will utilize SEL-focused strategies to increase school connectedness on Panorama Data from 69% to 73%.

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

Evaluation Data Sources: Increased Attendance
Panorama Data
7 Mindsets data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Strategy's Expected Result/Impact:** SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				722

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will give daily S.E.L lessons using the 7 mindsets. **Strategy's Expected Result/Impact:** Students will feel encouraged to take academic risks in the classroom. **Staff Responsible for Monitoring:** Teachers Counselor Administration				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Ross will implement a monthly schoolwide Writing prompt utlizing AVID W.I.C.O.R strategies to improve college, career, and military readiness.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Student Writing Folders
Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will utilize binders to help them with their organizational skills. **Strategy's Expected Result/Impact:** Students will be more successful when working independently. **Staff Responsible for Monitoring:** Teachers Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will identify in their lesson plans which AVID W.I.C.O.R skill is being targeted in each student activity. **Strategy's Expected Result/Impact:** Teachers will plan for all parts of W.I.C.O.R. **Staff Responsible for Monitoring:** Teachers MCLs Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance and attendance.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Attendance Data
Grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Community Outreach Center (COC) social workers, specialists, and Communities in Schools (CIS) will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets. **Strategy's Expected Result/Impact:** Barriers will be removed so student attendance will be expected to increase to 94%. **Staff Responsible for Monitoring:** Counselor Clerk Administration **ESF Levers:** Lever 3: Positive School Culture				724

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will identify which students fall under these special populations, and develop additional support during daily intervention time. **Strategy's Expected Result/Impact:** Academic gaps within the special population groups will decrease. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Sam Houston Elementary

2022-2023 Campus Improvement Plan

725

Board Goals

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

Performance Objective 1: By May 2023, 70% of students, K-5th, will reach their individual RIT Growth scores in MAP Math.

High Priority

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

Evaluation Data Sources: NWEA MAP Beginning, Middle and End of Year Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use the DDI process to analyze MAP Math data and ensure use of Imagine Math with fidelity. **Strategy's Expected Result/Impact:** Increased student growth on MAP Math RIT scores. **Staff Responsible for Monitoring:** Administrators, MCLs, and Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement virtual tutors with Air Tutors for 3rd, 4th and 5th grade students. **Strategy's Expected Result/Impact:** Increased student growth on MAP Math RIT scores. **Staff Responsible for Monitoring:** Administrators, MCLs, and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement students leadership portfolios and parent data meetings. **Strategy's Expected Result/Impact:** Increased parent involvement in academics and increased student performance in academic areas. **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 2.5, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Sam Houston Trainer of Trainers will properly train teachers on the effective roll out and use of the district Math framework and best practices. **Strategy's Expected Result/Impact:** Increase high quality instruction in all classrooms. **Staff Responsible for Monitoring:** Administrators and MCLs **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				727

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By May 2023, 70% of students, K-5th, will reach their individual RIT Growth scores in MAP Reading.

High Priority

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

Evaluation Data Sources: NWEA MAP Beginning, Middle and End of Year Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston teachers and day tutor will provide LLI for Reading intervention to students. **Strategy's Expected Result/Impact:** Increased MAP Reading RIT scores **Staff Responsible for Monitoring:** Administrators, MCLs, Day tutor **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Part time tutor - Title One School-wide - $16,000				728

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will participate in the use of Istation as a supplement between 60 - 90 minutes weekly. **Strategy's Expected Result/Impact:** Increased MAP Reading RIT scores, Increased STAAR Reading scores **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Family Math and Reading Nights will be implemented to support parent knowledge in current MAP and STAAR performance expectations and how they can support at home. **Strategy's Expected Result/Impact:** Increased parental involvement in academic areas and increase student performance in math and reading MAP and STAAR. **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 2.4, 4.1 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Make and take materials - Title One School-wide - $1,400				

No Progress | Accomplished | Continue/Modify | Discontinue

729

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

Performance Objective 3: By May 2023, 50% of students, 3rd-5th, will reach STAAR Meets/Masters in Math.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR data, SCA, CBA, ISTATION and MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process in PLCs to ensure understanding of TEKS and quality student work that must be evident in student work. Create Know Shows and Exemplars to ensure quality lesson planning and instructional delivery. **Strategy's Expected Result/Impact:** Increased student performance and high quality instruction. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				730

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Trainer of Trainers will ensure teachers are trained and effectively using the ECISD ELAR framework, HMH curriculum and best practices. **Strategy's Expected Result/Impact:** Increase high quality instruction for students and student growth on MAP				

and STAAR.

Staff Responsible for Monitoring: Administrators, MCLs

Title I:
2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

731

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

Performance Objective 4: Sam Houston will provide a safe and supportive school environment.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Implementation of CHAMPS, Staff, student and parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All staff will complete required Safe School's training, Trauma, SEL, Bullying Awareness, CHAMPS and Sexual Harassment training. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Administrators, Counselors **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				732

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on CHAMPS and will utilize training in classrooms and throughout the building. **Strategy's Expected Result/Impact:** Solid classroom management systems, safe and support environment **Staff Responsible for Monitoring:** Administrators, Counselor, CHAMPS site team **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Administrators will create a model school-wide Relay playbook for effective routines and procedures. **Strategy's Expected Result/Impact:** Safe and Supportive Learning environment where student needs are kept at the forefront. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

733

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

Performance Objective 5: Sam Houston student attendance will increase from 91.2% to 93% in 2023.

High Priority

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

Evaluation Data Sources: End of year attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly celebrations will be provided to classrooms with the highest percentages and will include parents. **Strategy's Expected Result/Impact:** Improved student attendance rate **Staff Responsible for Monitoring:** Administrators, Attendance Committee, Teachers and Clerk **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** incentive prizes - Local - $500				734

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Perfect attendance shirts will be given each 9 weeks to students. **Strategy's Expected Result/Impact:** Improved student attendance rate **Staff Responsible for Monitoring:** Administrators, Attendance Committee, Teachers and Clerk **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** shirts - Local - $400				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 6: By May 2023, 50% of students, 3rd-5th, will reach STAAR Meets/Masters in Reading.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR data, SCA, CBA, ISTATION and MAP

735

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 50% of 2nd grade students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: ISTATION, MAP, Fluency checks, Running Records, Walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery and data analysis **Staff Responsible for Monitoring:** Administrators, MCLs and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				736

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will participate in the use of Istation as a supplement between 60 - 90 minutes weekly. **Strategy's Expected Result/Impact:** Increased student growth in reading. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 50% of Kindergarten students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: ISTATION, MAP, Fluency checks, Running Records, Walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery and data analysis **Staff Responsible for Monitoring:** Administrators, MCLs and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				737

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will participate in the use of Istation as a supplement between 60 - 90 minutes weekly. **Strategy's Expected Result/Impact:** Increased student growth in reading. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: 50% of 1st grade students will read at or above grade level by May 2023.

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

Evaluation Data Sources: ISTATION, MAP, Fluency checks, Running Records, Walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery and data analysis **Staff Responsible for Monitoring:** Administrators, MCLs and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				738

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will participate in the use of Istation as a supplement between 60 - 90 minutes weekly. **Strategy's Expected Result/Impact:** Increased student growth in reading. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: 50% of 3rd grade students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: ISTATION, MAP, Fluency checks, Running Records, Walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery and data analysis **Staff Responsible for Monitoring:** Administrators, MCLs and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				739

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will participate in the use of Istation as a supplement between 60 - 90 minutes weekly. **Strategy's Expected Result/Impact:** Increased student growth in reading. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: Sam Houston will provide strategic staffing and compensation systems during 2022-2023.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston will have Multi-Classroom Leaders that support classroom teachers and the PLC processes on campus. **Strategy's Expected Result/Impact:** Increased professional learning for teachers on MCL teams and increased student performance **Staff Responsible for Monitoring:** Administrators and MCLs **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** stipend allotments for MCLs, RAs and TRs - Local - $84,000				740

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

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

Performance Objective 1: 100% of classroom teachers in grades 3rd-5th grade will implement at least one AVID strategy per week during the 2022-23 school year.

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

Evaluation Data Sources: AVID Binders, Leader In Me student portfolios, student planners

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder, leadership portfolio and planner. **Strategy's Expected Result/Impact:** Student organization will improve and parents will be knowledgeable of daily learning and goals. **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				741

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Teachers will focus on intervention and tutoring services for Title One identified OSP (Homeless, Foster and Military students) to ensure that a minimum of 80% meet their MAP growth goals by May 2023.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: End of Year MAP, Istation and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identified students will participate in after school tutoring, day tutoring, online tutoring and/or intervention groups within their classroom. **Strategy's Expected Result/Impact:** increased student growth on MAP and STAAR **Staff Responsible for Monitoring:** Administrators, Counselors and Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** part time day tutor - Title One School-wide - $16,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will implement a Campus-wide Career week. **Strategy's Expected Result/Impact:** Student increased awareness in college and careers. **Staff Responsible for Monitoring:** Administrators, Counselor **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

743

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

Performance Objective 3: By Spring 2023, Sam Houston will increase students connectedness to school as measured by the Panorama Survey from 65% to 75%.

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

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston will implement daily Leader In Me lessons and weekly 7 Mindsets lessons in all grade levels to promote a safe and positive culture. **Strategy's Expected Result/Impact:** Increased student connectedness **Staff Responsible for Monitoring:** Administrators, Counselor, Teachers **Title I:** 2.4, 2.5 **- ESF Levers:** Lever 3: Positive School Culture				744

No Progress | Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

San Jacinto Elementary

2022-2023 Campus Improvement Plan

745

Board Goals

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

Performance Objective 1: Students in grades 3-5 will increase the meets standard on state assessments from 48% to 54% across all tested content areas by the end of May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

746

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will be immersed in strong Tier 1 instruction as well as quality intervention personalized to their specific needs. **Strategy's Expected Result/Impact:** There will be an increase in students who are confident and competent in their acquisition of knowledge and more likely to set academic goals and gain the skills necessary to reach said goals. **Staff Responsible for Monitoring:** Teachers, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Think Up Resource- Math and ELAR - Title One School-wide - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A continuous spiral review during RtI will be implemented to support more practice of STAAR redesign question types and constructed responses on STAAR Reading. **Strategy's Expected Result/Impact:** 40% of 3rd graders, 50% of 4th graders, and 55% of 5th graders will meet standard on RLA STAAR **Staff Responsible for Monitoring:** Teachers, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Lone Star Learning Target RLA - Title One School-wide - $5,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: K-5 grade classrooms will use LoneStar Math as a daily TEKS based spiral review. **Strategy's Expected Result/Impact:** Students will practice, mastery, and gain a deeper, more fluid understanding of various mathematical skills **Staff Responsible for Monitoring:** Teachers, students, administrators **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will help students close academic gaps for specific math concepts by utilizing Sirius math resources during intervention. **Strategy's Expected Result/Impact:** Students will increase their mathematical processing and skill based application within targeted math concepts **Staff Responsible for Monitoring:** Teachers, students, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

748

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: Campus MAP math fall to spring projected growth will increase from 76% to 81%

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP growth reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide first grade teachers will more extensive planning support and effective modeling that will enhance math instruction. **Strategy's Expected Result/Impact:** The teachers will have a deeper understanding of the TEKS therefore student growth on first grade MAP math will increase from 67% to 72% **Staff Responsible for Monitoring:** Teachers, students, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy**				749

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide third grade teachers with more extensive planning support and effective modeling that will enhance math instruction. **Strategy's Expected Result/Impact:** The teachers will have a deeper understanding of the TEKS therefore student growth on third grade MAP math will increase from 63% to 70% **Staff Responsible for Monitoring:** Teachers, students, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: K-5 grade classrooms will use LoneStar Math as a daily TEKS based spiral review. **Strategy's Expected Result/Impact:** Students will practice, mastery, and gain a deeper, more fluid understanding of various mathematical skills. **Staff Responsible for Monitoring:** Teachers, students, administrators **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

750

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: Campus MAP reading fall to spring projected growth will increase from 62% to 70%

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP growth reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus staff will track and monitor monthly Istation student data and progress monitoring with an Istation data wall and virtual data binders. **Strategy's Expected Result/Impact:** Teachers will increase their knowledge of students' present levels of readiness in reading comprehension, vocabulary, phonics, and fluency. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				751

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will continue its consistent implementation of HMH to support targeted reading lessons K-5. **Strategy's Expected Result/Impact:** The students will apply reading strategies and analyze various texts to make connections and synthesize relevant ideas. **Staff Responsible for Monitoring:** Administrators and teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The campus will continue to purchase AR and encourage students to read and take quizzes. **Strategy's Expected Result/Impact:** 70% of all students will meet their AR points goal and quiz average of 85% and above. **Staff Responsible for Monitoring:** Teachers, Media Specialist, Administrators **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **Funding Sources:** Accelerated Reader - Title One School-wide - $7,000				

No Progress | Accomplished | Continue/Modify | Discontinue

752

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR will increase from 40% to 45% by May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will continue to purchase AR and encourage students to read and take quizzes. **Strategy's Expected Result/Impact:** 70% of all students will meet their AR points goal and quiz average of 85% and above. **Staff Responsible for Monitoring:** Teachers, Media Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math - **Funding Sources:** Accelerated Reader - Title One School-wide - $7,000				753

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All 3rd grade teachers will receive support and training from a lead technology teacher who will ensure that they are consistently implementing technology aligned to the standards, which will increase student achievement. **Strategy's Expected Result/Impact:** All 3rd grade students will have a smooth transition from 2nd grade and will independently master using all virtual platforms and tools and acquire skills that will enhance their success on Reading and Math STAAR. **Staff Responsible for Monitoring:** Technology Support, Administrators. Teachers **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Technology Lead Teacher (Stipend) - Title One School-wide - $3,500				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

754

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: Students in grades 1st-3rd grade will increase the MAP reading fall to spring projected growth met from 54% to 60% by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: 1st grade- 52%, 2nd grade- 54%, 3rd grade- 56%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff members and students will increase progress monitoring of individual student data trackers and student-teacher conferencing in grades 1st-3rd using data from Istation and MAP reports. **Strategy's Expected Result/Impact:** Students will have a clear understanding of their present level of readiness, and how to improve their areas of growth in reading. **Staff Responsible for Monitoring:** Students, teachers, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				755

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Innovative staffing decisions will be made to build capacity in 1st and 2nd grade classroom teachers. **Strategy's Expected Result/Impact:** The quality of instruction in grades 1st and 2nd reading will become rigorous, which will increase the percentage of 1st and 2nd graders meeting their projected growth. **Staff Responsible for Monitoring:** Administrators, MCLs, TRT **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Instructional Coach Exchange for Opportunity Culture - Title One School-wide - $72,000, Flex Aide Position Exchanged for Opportunity Culture - Local - $30,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

756

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: Kindergarten students will increase their measurable readiness from 65% to 68% according to the BOY mClass readiness assessment.

High Priority

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: mClass

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kindergarten students will continue to receive high level reading support through data-informed instruction provided by Istation and a strong balanced literacy program. **Strategy's Expected Result/Impact:** Kindergarten readiness will continue to increase. **Staff Responsible for Monitoring:** Teachers, students, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				757

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will continue to be supported with daily, targeted LLI intervention lessons **Strategy's Expected Result/Impact:** Students will increase their early reading acquisition skills and begin reading by the end of Kindergarten.				

Staff Responsible for Monitoring: Teachers, students. administrators

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy**

 No Progress Accomplished Continue/Modify Discontinue

758

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: For MAP reading, kindergarten students will increase from 63% to 68% for fall to spring projected growth.

High Priority

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: An increase in kindergarten students meeting their projected rit.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kindergarten students will continue to receive high level reading support through data-informed instruction provided by Istation and a strong balanced literacy program. **Strategy's Expected Result/Impact:** Kindergarten readiness will continue to increase. **Staff Responsible for Monitoring:** Teachers, students, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				759

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will continue to be supported with daily, targeted LLI intervention lessons **Strategy's Expected Result/Impact:** Students will increase their early reading acquisition skills and begin reading by the end of Kindergarten. **Staff Responsible for Monitoring:** Teachers, students. administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Student daily attendance will increase from 90% to 93% by the end of May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Classrooms with the highest attendance on a weekly basis will be recognized during morning announcements. Students with perfect attendance will be recognized on an individual basis every 9 weeks. **Strategy's Expected Result/Impact:** Motivate students and parents to increase the number of days in school. **Staff Responsible for Monitoring:** Administrators, Counselor, Clerk, Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Attendance Rewards - Local - $500, Attendance Prizes (Bikes, Technology etc.) - Title One School-wide - $1,500				760

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Refined systems of communication regarding attendance/truancy between administrators, teachers, and office staff will increase awareness and warrant additional supports to parents and students. **Strategy's Expected Result/Impact:** Staff will gain a clearer understanding of responsibilities when contacting parents and filing truancy contracts as well as assisting with resources if needed. **Staff Responsible for Monitoring:** SAS Counselor, Counselor, Administrator, Clerk **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: School connectedness will increase from 71% to 74% by the end of May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will receive an increase of SEL support in addition to RCA inspired classroom and school-wide culture. **Strategy's Expected Result/Impact:** Students will feel more connected to the campus therefore increase their engagement and feelings of belongingness. **Staff Responsible for Monitoring:** Administrators, Counselor, Teachers **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** RCA paraphernalia for students and parents - Title One School-wide - $1,000				761

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To prepare students for CCMR and increase attendance, school branding will enhance school connectedness, school beautification, and school pride. **Strategy's Expected Result/Impact:** The aesthetics of the building will be more welcoming and the environment will be non-threatening and more conducive to learning and high expectations. **Staff Responsible for Monitoring:** Faculty and staff **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture - **Results Driven Accountability** **Funding Sources:** School Branding Door Graphics/Screening Wrap (front entrance) - Title One School-wide - $3,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop and sustain more opportunities for parent involvement and engagement opportunities that center on student progress and performance. **Strategy's Expected Result/Impact:** Announced parent meetings on multiple platforms will be better publicized and supported by families and the community. **Staff Responsible for Monitoring:** Staff **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

762

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: 100% of 4th and 5th grade students being served through AVID will make measurable progress in being accountable for organization and time-management.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: binder checks, parent signatures in planners, decrease in transition time/increase in seamless classroom protocols.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The students will record lesson objectives in their planners from each class daily. **Strategy's Expected Result/Impact:** Students will be aware of their academic expectations and become more accountable for completing and submitting their assignments in a timely manner. **Staff Responsible for Monitoring:** Students, teachers, parents **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction				763

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will ensure that students understand and engage in clear school-wide and classroom protocols that support safe and efficient transitions. **Strategy's Expected Result/Impact:** Clear transitions will maximize instructional time. **Staff Responsible for Monitoring:** Administrators, teachers, students **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Travis Magnet Elementary

2022-2023 Campus Improvement Plan

764

Board Goals

Board Goal 1: Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: 65% of students will meet or exceed their individual growth projections on MAP Math by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: BOY, MOY and EOY MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2022 EOY MAP data for data wall tracking that will be updated throughout the year with BOY, MOY and EOY data. **Strategy's Expected Result/Impact:** Students will show growth and track their own data for move up. **Staff Responsible for Monitoring:** Campus Admin and content leads, and students tracking their own data. **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** print and folders - Local - $250				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use SCAs for planning using "Know and Shows", "backwards planning" and data desegregation and next steps in weekly PLC meetings (Every Tuesday). **Strategy's Expected Result/Impact:** Quality Tier 1 instruction. Intentional Reteaching/Planning **Staff Responsible for Monitoring:** Admin, Instructional Specialist, Content Leads **Title I:** 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Title 1 funds will be allocated to provide backwards planning on Saturday by grade level with Instructional Coach for teachers to be intentional in their planning with one-on-one instructional help. **Strategy's Expected Result/Impact:** Teacher awareness of student progress and growth. DDI, Backwards Planning **Staff Responsible for Monitoring:** Principal Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Title I - Title One School-wide - $17,000				766

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 1: Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: 65% of students will meet or exceed their individual growth projections on MAP Reading by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: BOY, MOY and EOY MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Approximately 60 students will be provided high yield one-on-one tutoring after school to target reading comprehension. **Strategy's Expected Result/Impact:** High Yield One on One tutoring will show growth in Reading. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Instructional Coach **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** ESSR state/federal funding from C&I for FEV High Yield Tutoring - ESSER III - $60,000, - Title One School-wide - $16,000				767

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers with open periods will be scheduled to go into reading classes to assist with reading as allowed by schedules. **Strategy's Expected Result/Impact:** Students will show an increase in scores on MAP and LLI. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: LLI Intervention 5 times a week for students not performing at grade level. LLI grouping will be reviewed and updated to ensure student growth after MAP and Istation testing is complete. **Strategy's Expected Result/Impact:** Students will show an increase in scores on MAP, LLI and Istation data. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: By May 2023, 50% of students, 3rd-5th, will reach STAAR Meets in Math.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Data
MAP EOY
Do The Math
Isation Math
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use SCAs for planning using "Know and Shows", "backwards planning" and data desegregation and next steps in weekly PLC meetings (Every Tuesday). **Strategy's Expected Result/Impact:** Quality Tier 1 instruction. Intentional Reteaching/Planning **Staff Responsible for Monitoring:** Principal Teachers Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

769

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Approximately 60 students will be provided with high yield instruction and FEV Tutoring after school for students not making progress on MAP and Istation Math. **Strategy's Expected Result/Impact:** High Yield One on One tutoring will show growth in Reading. **Staff Responsible for Monitoring:** Principal Instructional Coach Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 1: Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: By May 2023, 50% of students, 3rd-5th, will reach STAAR Meets in Reading.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR
MAP EOY
Istation
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use SCAs for planning using "Know and Shows", "backwards planning" and data desegregation and next steps in weekly PLC meetings (Every Tuesday). **Strategy's Expected Result/Impact:** Quality Tier 1 instruction. Intentional Reteaching/Planning **Staff Responsible for Monitoring:** Principal Instructional Coach **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI Intervention 5 times a week for students not performing at grade level. LLI grouping will be reviewed and updated to ensure student growth after MAP and Istation testing is complete. **Strategy's Expected Result/Impact:** Students will show an increase in scores on MAP, STAAR, LLI and Istation data. **Staff Responsible for Monitoring:** Principal Instructional Coach Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Approximately 60 students will be provided with high yield instruction and FEV Tutoring after school for students not making progress on MAP and Istation. **Strategy's Expected Result/Impact:** High Yield One on One tutoring will show growth in Reading. **Staff Responsible for Monitoring:** Principal Instructional Coach Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: Campus administrators will offer job-embedded, observation/feedback cycle with personalized professional learning systems for teachers during reading and guided reading scheduled times to improve STAAR Reading scores by 10%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Walkthrough Progress Improvement
MAP
STAAR
Improvement in Tier 1 instruction

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will conduct a minimum of 5 documented weekly observations to with 2 face-to-face feedback session to monitor and improve Tier 1 instruction. **Strategy's Expected Result/Impact:** Walkthroughs will show implementation of job-embedded PD, implementation of observation and feedback cycle, resulting in improved student outcome and an increases in TTESS domain percentages. **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Master schedule has a 40 minute time period at the end of each day for intentional LLI implementation across the campus (2:20pm -3:10pm). **Strategy's Expected Result/Impact:** MAP MOY/EOY Istation LLI Growth STAAR **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

774

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 60% of third grade students will meet or exceed their individual growth projections on MAP Reading by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: BOY, MOY and EOY MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional specialists will work with teachers on Tier 1 instruction, backwards planning and data desegregation. **Strategy's Expected Result/Impact:** The IC will work with teachers and improve outcome as evidenced by observations and student scores/growth. **Staff Responsible for Monitoring:** Principal Instructional Coach **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** IC staffing at Campus - Title One School-wide - $66,000, IC Staffing at Campus Payroll addition - Title One School-wide - $6,000				775

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Master schedule has a 40 minute time period at the end of each day for intentional LLI implementation across the campus (2:20pm -3:10pm). **Strategy's Expected Result/Impact:** Teachers will have effective 40-60 minutes each daily guided reading, guided math and intervention including with LLI kits embedded **Staff Responsible for Monitoring:** Camps administrators, Content Leads **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Training Saturday Stipend 15 Teachers & TOT Trainers - Title One School-wide - $16,000, Training Saturday Stipend 15 Teachers Payroll Fee - Title One School-wide - $1,000				

No Progress | Accomplished | Continue/Modify | Discontinue

776

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Campus will strive to increase Adult/Student School connectedness measure from 78% to 79% (district average in 60s%).

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Fall and Spring results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement strategies learned from campus professional development such as Relay, (Observation/Feedback, Classroom Rigor), 7 Mindsets, 7 Habits, and Fundamental Five on how to engage students. **Strategy's Expected Result/Impact:** Walkthroughs will move to showing more students engaged, and that rigor is at a higher level. **Staff Responsible for Monitoring:** Content leads, campus administrators. **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				777

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Travis will work to show 95% participation rate by putting in accountability checklists, calendars, clear communication, and opportunities for completion. **Strategy's Expected Result/Impact:** All participation rates will be 95% or above. **Staff Responsible for Monitoring:** Administrators and campus leadership team. **Title I:** 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools				

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: Travis will strive to have 100% of 5th Graders using their AVID Binders and Organization procedures.

Indicators of Success:
Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: Walkthroughs by Admin and Leadership to verify use.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 5th Grade Teachers will receive training and expectations for AVID Binder set up and organization. **Strategy's Expected Result/Impact:** At Middle of Year, walkthrough will show 75% of students using binders successfully **Staff Responsible for Monitoring:** Campus Admin, Instructional Staff, content Leads **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				778

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Admin will conduct bi-monthly audits of student Binder usage. **Strategy's Expected Result/Impact:** Students will be using binders correctly. Each bi-monthly audit will show an increase of correct usage, so that end of year has 100% of students using their AVID binders correctly. **Staff Responsible for Monitoring:** Admin, Instructional Staff, and content leads **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL).

Evaluation Data Sources: 100% of teaching staff will engage in professional learning about SEL research and practice.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. **Strategy's Expected Result/Impact:** 100% of staff will engage in professional learning about SEL research and practice and can be noticed in hallways and in classrooms. **Staff Responsible for Monitoring:** Administrators, counselor and classroom teachers. **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will engage in the 7 Mindsets lessons delivered in classroom. **Strategy's Expected Result/Impact:** 100% of students will engage in 7 Mindset lessons and will be noticed in hallways and celebrated on Kindness Wall. **Staff Responsible for Monitoring:** Administrators, counselor and classroom teachers. **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				

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: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Walkthroughs, lesson plans, MAP growth assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Travis staff will facilitate parent/student academic workshops with a focus on reading and math strategies. **Strategy's Expected Result/Impact:** Increase reading and math comprehension and strategies for students and parents. **Staff Responsible for Monitoring:** Teachers Paraprofessionals Instructional Coach Reading Coach Administrators **Title I:** 4.1 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $1,297				780

 No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Wilson & Young Middle School

2022-2023 Campus Improvement Plan

781

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: Working with TRANSEND Wilson & Young will work to provide all learners with experiences that provide high expectations along with equitable access to many opportunities. Through a blended learning model learners will have opportunities to choose their individual learning path. Over a three year period the campus redesign will provide learners with the knowledge to expand individual learning.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Short Cycle Assessments
MAP growth data
Student/Teacher survey's

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson & Young will implement the instructional frameworks using blended learning for ELAR and Math using the district approved curriculum resources that meet the learning needs of all students while ensuring all students have equitable access to rigorous resources aligned to the TEKS. **Strategy's Expected Result/Impact:** Increase student growth to 70% of our students meeting or exceeding their projected growth in math and 70% in reading as determined by the NWEA MAP Growth Assessment in reading. **Staff Responsible for Monitoring:** Administrators, Transcend, teachers, Instructional Coach, Multi-Classroom Leaders - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson & Young will implement and monitor teachers instructional and classroom practices using a coaching framework. **Strategy's Expected Result/Impact:** Blended learning model **Staff Responsible for Monitoring:** Administrators, Transcend, Instructional Coach, Multi-Classroom Leaders **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** 2 instructional coaches to provide support in all content areas - Title One School-wide - $140,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Classroom technology, materials and furniture for flexible seating and workstations will be provided to enhance the learning environment for students. **Strategy's Expected Result/Impact:** Increase in engagement and student growth and success. **Staff Responsible for Monitoring:** Teachers/Admin **Title I:** 2.6 **Funding Sources:** Classroom technology and furniture - Title One School-wide - $20,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: Wilson & Young will develop a comprehensive communication plan focused on increasing exposure and promoting parent and community engagement.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Parent engagement surveys
Parent participation in school activities
Parent participation on the social media pages for WY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Consistent and clear communication delivered to parents in a timely manner.(social media, weekly bulletins) **Strategy's Expected Result/Impact:** Parent involvement **Staff Responsible for Monitoring:** Administration **Title I:** 2.6, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** supplies for parent communication/data folders, supplies for parent engagement activities - Title One School-wide - $3,879				784

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize data folders to share information and data with parents in order to help them understand how they can best help their students excel at school. **Strategy's Expected Result/Impact:** Increase in parent involvement and higher levels of success for students **Staff Responsible for Monitoring:** Teachers/Administrators **Title I:** 4.1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers and staff will utilize school status to better involve and communicate with parents throughout the year. **Strategy's Expected Result/Impact:** Increased parent involvement and engagement **Staff Responsible for Monitoring:** Teachers/Administrators **Title I:** 2.5				

 No Progress Accomplished Continue/Modify Discontinue

785

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: The percentage of students scoring meets or exceeds standard on Algebra I will increase to 90% as measured by 2023 STAAR.

High Priority

Indicators of Success:
8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: Benchmark, SCA, STAAR, Students Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Admin/Teachers/MCL **Title I:** 2.4				786

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize data to create individualized plans for students and provide intervention during class or before/after school. **Strategy's Expected Result/Impact:** Increase in meets/masters percentages on STAAR **Staff Responsible for Monitoring:** Teachers/Admin/MCL **Title I:** 2.4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: MCL will collaborate with the 8th grade math team during PLC through DDI/Know and Show charts to plan and execute instruction in a rigorous manner. **Strategy's Expected Result/Impact:** Increase in STAAR meets/masters percentages **Staff Responsible for Monitoring:** Admin/MCL/teachers **Title I:** 2.4				

 No Progress Accomplished Continue/Modify Discontinue

787

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: The percentage of students scoring meets or exceeds standard on in 6th grade math will increase to 40% as measured by 2023 STAAR.

High Priority

Indicators of Success:
6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Admin/Instructional coaches/Teachers **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide intervention daily by targeting students who need intervention in growth and/or achievement. Daily intervention will take place through embedded time in the math block or before/after school tutoring. **Strategy's Expected Result/Impact:** Increase in student growth and achievement. **Staff Responsible for Monitoring:** Administators/teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Tutoring - Title One School-wide - $75,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers/tutors will utilize Forde and Ferrier books to help with intervention **Strategy's Expected Result/Impact:** Increase in growth and achievement in math **Staff Responsible for Monitoring:** Admin/teachers **Title I:** 2.4, 2.6 **Funding Sources:** Forde and Ferrier workbooks - Title One School-wide - $30,000				

 No Progress Accomplished Continue/Modify Discontinue

789

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: The percentage of students scoring meets or exceeds standard on in 8th grade math will increase to 35% as measured by 2023 STAAR.

High Priority

Indicators of Success:
8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Teacher **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize data to create individualized plans for students and provide intervention during class or before/after school. **Strategy's Expected Result/Impact:** Increase in student achievement, specifically with meets and masters percentages **Staff Responsible for Monitoring:** Administration, teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: MCL will collaborate with the 8th grade math team during PLC through DDI/Know and Show charts to plan and execute instruction in a rigorous manner. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Administrators, teachers, MCL **Title I:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

791

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 6: The percentage of students scoring meets or exceeds standard on in 8th grade English will increase to 60% as measured by 2023 STAAR.

Indicators of Success:
8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using Istation along with short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase, on MAP and STARR **Staff Responsible for Monitoring:** Administrators/MCL/teachers **Title I:** 2.4, 2.6				792

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize Forde and Ferrier to provide individualized intervention before, during and/or after school. **Strategy's Expected Result/Impact:** Increase in student achievement and growth **Staff Responsible for Monitoring:** Administrators/MCL/teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: MCL will collaborate with the 8th grade ELAR team during PLC through DDI/know and show charts to plan and execute instruction in a rigorous manner. **Strategy's Expected Result/Impact:** Increase in student achievement, and better instruction in classrooms daily				

Staff Responsible for Monitoring: Adminstrators/MCL/teachers

Title I:
2.4, 2.6

 No Progress Accomplished Continue/Modify Discontinue

793

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 7: 7th grade math will increase achievement scores to 50% meets as measured by the 2023 STAAR test

High Priority

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, benchmarks, SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of admin and IC, will analyze data in PLC's in order to prioritize rigorous instruction daily. **Strategy's Expected Result/Impact:** Higher levels of achievement on STAAR **Staff Responsible for Monitoring:** Administrators/instructional coach/teachers **Title I:** 2.4, 2.6				794

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide intervention during their embedded math block and during before/after school tutoring **Strategy's Expected Result/Impact:** Increase in achievement and growth **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide intervention utilizing Forde and Ferrier workbooks **Strategy's Expected Result/Impact:** Increase in achievement and growth due to rigorous resources during intervention **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4				

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 8: Wilson and Young Middle School will show an increase in student growth on STAAR from 66% to 85% as measured by the 2023 STAAR test.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: STAAR, benchmark, SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. **Strategy's Expected Result/Impact:** Increase in student growth on STAAR and MAP **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6				795

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young staff will invite students to participate in Saturday school in the spring in order to target students who need an increase in growth and achievement. **Strategy's Expected Result/Impact:** Higher percentage of students meeting growth on STAAR **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Grade level teams will analyze data after the spring benchmark and create groups and individualized plans to target intervention. (Instructional coaches and all admin will help with tutoring to help students meet growth goals). **Strategy's Expected Result/Impact:** Higher levels of growth on STAAR				

Staff Responsible for Monitoring: Administrators/Instructional coaches/teachers

Title I:
2.4, 2.6

 No Progress Accomplished Continue/Modify Discontinue

796

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 9: 7th grade ELAR will increase STAAR scores to at least 65% meets scores as measured by 2023 STAAR.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, benchmarks, SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of admin and IC, will analyze data in PLC's in order to prioritize rigorous instruction daily. **Strategy's Expected Result/Impact:** Increase in achievement on STAAR **Staff Responsible for Monitoring:** Teachers/Administrators **Title I:** 2.4, 2.6				797

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide intervention during the embedded time in their ELAR block based on individual student needs. **Strategy's Expected Result/Impact:** Increase in student achievement and growth **Staff Responsible for Monitoring:** Teachers/Administrators **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize Forde and Ferrier for student intervention. **Strategy's Expected Result/Impact:** Increase in the rigor of student intervention **Staff Responsible for Monitoring:** Administrators/Teachers **Title I:** 2.4, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 10: Wilson and Young will increase Science meets scores to 65% as measured by STAAR 2023.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, benchmark, SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of admin, and IC, will analyze data in PLC's in order to prioritize rigorous instruction daily. **Strategy's Expected Result/Impact:** Increase in science achievement **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6				798

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Science teachers, with the help of the IC, will analyze SCA and benchmark data in order to create individualized student plans and provide intervention accordingly. **Strategy's Expected Result/Impact:** Increase in percentages of science meets and masters students **Staff Responsible for Monitoring:** Teachers/instructional coach/Administrators **Title I:** 2.4, 2.6				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 11: Wilson and Young will increase approaches in Social Studies to 70% as measured by STAAR 2023.

High Priority

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, benchmark, SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of admin, department head, and IC, will analyze data in PLC's in order to prioritize rigorous instruction daily. **Strategy's Expected Result/Impact:** Increase in student achievement in social studies **Staff Responsible for Monitoring:** Department head/teachers/IC/administrators **Title I:** 2.4, 2.6				799

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Social studies teachers, with the help of the IC and department head, will analyze SCA and benchmark data in order to create individualized student plans and provide intervention accordingly. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Department head/IC/teachers/administrators **Title I:** 2.4, 2.6				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

800

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Increase the school connectedness through out the campus by 10% on the Panorama survey.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey, Discipline referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use fall Panorama survey data to target areas of getting students to have a connectedness towards their campus. **Strategy's Expected Result/Impact:** Student connectedness will increase by 10% **Staff Responsible for Monitoring:** Administrations, teachers, support staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				801

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: We will decrease the number of student referrals from 739 to under 500 for the 2023 school year. **Strategy's Expected Result/Impact:** Better culture which will increase students success. **Staff Responsible for Monitoring:** Admin/teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will participate in the Ranger challenge of the week. **Strategy's Expected Result/Impact:** Improve school culture **Staff Responsible for Monitoring:** Administrators **Title I:** 2.5				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Annual student attendance will increase from 92.2 in 2021-2022 to 94.7 in 2022-2023

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Ascender attendance data
Weekly Attendance and Drop Out Dashboard Data From Community Outreach Center (COC)
School status dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance taken daily, timely, and consistently. Attendance clerk making daily notifications for teachers to take attendance. **Strategy's Expected Result/Impact:** Increase in student attendance to 94.5% **Staff Responsible for Monitoring:** Administration/clerk/teachers **Title I:** 2.5				802

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administration, office staff and counselors will complete parent contacts and attendance truancy contracts in order to improve daily attendance. **Strategy's Expected Result/Impact:** Increase attendance rate to 94.7 **Staff Responsible for Monitoring:** Administration, Attendance clerk, Teacher **Title I:** 2.5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide incentives for students with perfect attendance over a six week period. **Strategy's Expected Result/Impact:** Increase student attendance to 94.5% **Staff Responsible for Monitoring:** Administration, Attendance clerk, Teacher				

Title I: 2.5				

 No Progress Accomplished Continue/Modify Discontinue

803

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Wilson & Young will increase the belief held by students that adults and peers in school care about their learning as well as about them as individuals.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama survery

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social and emotional lessons will take place rotating between different content area classes weekly. **Strategy's Expected Result/Impact:** Student emotional well-being will improve. **Staff Responsible for Monitoring:** Administration/teachers/counselors **Title I:** 2.5				804

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on the SEL curriculum in order to teach it in class, so they will be able to better support students with their social-emotional health. **Strategy's Expected Result/Impact:** Students' emotional needs will be better met. **Staff Responsible for Monitoring:** Administrators/counselors/teachers **Title I:** 2.5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Our SAS counselor will be pulling individual students and small groups for check-ins and counseling in order to better support student mental health. **Strategy's Expected Result/Impact:** Higher levels of support for student mental health **Staff Responsible for Monitoring:** Administrators/Counselor **Title I:** 2.5				

 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. **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				805

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young students will utilize planners, note-taking strategies, high levels of questioning, and college research projects in order to prepare them for both high school and post-high school education. **Strategy's Expected Result/Impact:** Students will be better prepared for high school and college level classes. **Staff Responsible for Monitoring:** Teachers, AVID site team, Administrators **Title I:** 2.5				

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: Wilson & Young will recruit, develop and retain highly-effective individuals and will increase retention rate by 5% for the 22-23 school year.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson & Young will provide support through the RELAY coaching model. Using strategies from Get Better Faster, such as modeling, scripting lesson, and coaching conversations. **Strategy's Expected Result/Impact:** To develop and retain highly-effective teachers **Staff Responsible for Monitoring:** Administration, MCL, MTRT, Instructional Coach **Title I:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will implement Fundamental 5 program on our campus this year to all teachers. **Strategy's Expected Result/Impact:** There will be an improvement in teaching and learning throughout the campus. **Staff Responsible for Monitoring:** Administrators/Instructional coaches **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

G.E."Buddy" West Elementary

2022-2023 Campus Improvement Plan

807

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: By May 2023, 75% of students, K-5th, will reach their individual RIT Growth scores in MAP Math.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: NWEA, BOY, MOY, EOY MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize DDI process to disaggregate MAP data. **Strategy's Expected Result/Impact:** 55% of our students will meet their growth goal for the year. **Staff Responsible for Monitoring:** Leadership Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: FEV Tutoring for 3rd - 5th grade performing below grade level one hour a week in Math. Istation math for 3rd - 5th 3x a week 30 minutes. **Strategy's Expected Result/Impact:** Increase MAP growth. Students will meet growth goal. **Staff Responsible for Monitoring:** Leadership, MCLs, IC, Teachers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Title 1 resources will be used to provide Academic Nights (MATH) where teachers train parents in the importance of the Math TEKS and how to help their child at home. Parent Data meetings will also be held twice a year. **Strategy's Expected Result/Impact:** Parent Knowledge in Math Parent Knowledge and Awareness of Student's Progress **Staff Responsible for Monitoring:** Leadership, MCLs, IC, Teachers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Title One Parent Training - Title One School-wide - $2,400				

No Progress | Accomplished | Continue/Modify | Discontinue

809

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: By May 2023, 75% of students, K-5th, will reach their individual RIT Growth scores in MAP Reading.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP Growth Assessments, MOY, BOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All grade levels will meet weekly with their team and principal to review data, lesson plans, create a plan of action, and discuss follow through. Grade levels will also meet with IC to follow through. MCLs will meet 2 times a week with 1st, 4th and 5th grade. Principals will meet will all grade levels weekly. We will all monitor LLI and Do The Math intervention in all grade levels. **Strategy's Expected Result/Impact:** Improvement in identified areas of need. **Staff Responsible for Monitoring:** Administrators, IC, and teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Think-Up math and reading and AR reading program - Title One School- Improvement - $28,000				810

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 4x a week for students not performing at grade level. 3rd - 5th graders will receive FEV tutoring for reading 4 hours a month. **Strategy's Expected Result/Impact:** Increased MAP Growth Score Students will meet their MAP growth score. **Staff Responsible for Monitoring:** Leadership, MCLs, IC, Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Personalized plans to meet student's needs will be utilized through AR reading and Istation **Strategy's Expected Result/Impact:** Increase their MAP Reading score. Student meets their growth goal. **Staff Responsible for Monitoring:** Leadership, MCLs, IC, Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** AR reading program for all students - Title One School- Improvement - $10,000				

No Progress Accomplished Continue/Modify Discontinue

811

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: By May 2023, 55% of students, 3rd-5th, will reach STAAR Meets/Masters in Math.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR DATA at EOY
Monitor MAP and Istation Math, SCA, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The RELAY DDI model will be followed with fidelity during weekly PLCS. Know Shows and Exemplars will be created, analyzed and revisited to ensure the rigor in questioning and student work is evident in lesson plans. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations **Staff Responsible for Monitoring:** Leadership, MCLs, Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				812

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Look Fors will be communicated: Objective on Board in Student friendly Language, Rigorous Questioning, Adhering to ECISD Framework and Aggressive Monitoring **Strategy's Expected Result/Impact:** Effective Lesson Planning and Instructional Delivery **Staff Responsible for Monitoring:** Leadership, MCLs, Teachers **Title I:** 2.4, 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Bi-weekly MCL and IC meetings to discuss goals, growth, reteach (using the DDI model) **Strategy's Expected Result/Impact:** Students showing growth on MAP, SCA and DBA. Students meeting their goal on STAAR Math **Staff Responsible for Monitoring:** Leadership, MCLs, IC, Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

813

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: By May 2023, 55% of students, 3rd-5th, will reach STAAR Meets/Masters in Reading.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR DATA at EOY
Monitor MAP and Istation Reading, SCA, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administrators will model Relay School wide routines and procedures and provide coaching. **Strategy's Expected Result/Impact:** Safe and Supportive Learning environment where student needs are kept at the forefront. **Staff Responsible for Monitoring:** Principals and Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				814

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize the DDI process in PLCs to ensure understanding of TEKS and quality student work that must be evident in student work. Create Know Shows and Exemplars to ensure quality lesson planning and instructional delivery. **Strategy's Expected Result/Impact:** Effective Instructional Planning and Delivery **Staff Responsible for Monitoring:** Leadership, Teachers, MCLs, IC **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will be trained on the AR program and monitor student usage and growth on reading goal. Teachers will monitor Istation reading level, utilizing the data to drive instruction. **Strategy's Expected Result/Impact:** Students growth goal in reading will be met on MAP and Istation **Staff Responsible for Monitoring:** Leadership, Teachers, MCLs, IC **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

815

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: Buddy West attendance will increase from 91% to 92% in 2023

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Daily Attendance in School Status
EOY ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Buddy West Elementary School will provide incentives for perfect attendance goals met monthly and every 9 weeks in an effort to improve attendance by 10% increase. Student planners will provide 2-way communication with parents and teachers for attendance improvement. **Strategy's Expected Result/Impact:** Increased attendance rate by 10% **Staff Responsible for Monitoring:** Administrators, counselors, clerk, parents **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Attendance incentives and certificates, family nights to promote awareness of state and district requirements. - Title One School-wide - $3,300				816

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Principals will utilize School Status weekly to monitor attendance percentage. Communication will be sent through School Status to parents informing them of District Policy 90% Attendance requirement, school attendance goal and weekly attendance rate. **Strategy's Expected Result/Impact:** Improved Attendance Rate **Staff Responsible for Monitoring:** Principals **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Communities in School will provide intervention to students who are not meeting the 90% attendance requirement. Communities in School will reach out to parents and offer guidance and support for students not meeting the attendance requirement. **Strategy's Expected Result/Impact:** Improved student attendance **Staff Responsible for Monitoring:** Ms. Attaway Principal Counselor **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				817

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 50% of Kindergarten students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Istation, MAP (BOY, MOY, EOY), fluency checks, running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery and data analysis **Staff Responsible for Monitoring:** MCLs, teachers, IC, leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				818

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3				

times a year **Staff Responsible for Monitoring:** MCLs, leadership, teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

819

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 50% of 1st grade students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP, Istation, SCA, walk throughs, Fluency checks, running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3 times a year **Staff Responsible for Monitoring:** Teachers, leadership, MCLs **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				820

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student Progress evident in monthly Istation test and MAP assessment				

three times a year.
Staff Responsible for Monitoring: MCL's, teachers, leadership, IC

Title I:
2.4, 2.5
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

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: 50% of 2nd grade students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP, Istation, SCA, walk throughs, Fluency checks, running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3 times a year **Staff Responsible for Monitoring:** Teachers, MCLs, leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				822

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers in K-3rd will complete HB4545 Reading Academy. **Strategy's Expected Result/Impact:** Teachers will learn about the Science of Reading and which best practices to utilize for reading instruction. Academic gaps and student needs will be addressed. **Staff Responsible for Monitoring:** MCLs, teachers, leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: 50% of 3rd grade students reading at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP, Istation, SCA, walkthroughs, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** Student academic growth as evidenced in Istation monthly tests and MAP assessments 3 times a year. **Staff Responsible for Monitoring:** MCLs, teachers, leadership **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				823

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student Progress evident in monthly Istation test and MAP assessment				

three times a year.
Staff Responsible for Monitoring: MCLs, teachers, leadership

Title I:
2.4, 2.5
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

824

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: 50% of our 3rd graders will perform at the Meets level on STAAR 2023.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR, MAP, SCA, DBA, Istation monthly reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** STAARS Meets at 50% or higher **Staff Responsible for Monitoring:** MCLs, teachers, leadership, IC **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				825

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** STAAR Meets 50% or higher, MAP growth **Staff Responsible for Monitoring:** MCLs, teachers, leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Panorama data in the area of School Connectedness will increase from 68% to 75% in grades 3-5.

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Observation
Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The 7 Mindsets SEL curriculum will be implemented daily. **Strategy's Expected Result/Impact:** Discipline Referral decrease Increased Engagement in the Classroom **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				826

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Grades 3-5 will utilize AVID agendas daily to increase and promote College Readiness.

Indicators of Success:
Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Observation
Achievement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will incorporate AVID strategies in ELAR. **Strategy's Expected Result/Impact:** Organization and Success of students. **Staff Responsible for Monitoring:** Teachers ADMIN Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				827

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Buddy West will increase student achievement by 20% on all assessments.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: MAP, Istation, Data Binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AVID strategy - Organization: All K-5th grade students will have a data binder/folder and a daily take home binder/folder. The data binder will contain goals for math and reading and assessment performance and progress. The take home binder/folder will serve as two-way a communication between parents and teachers, as well as homework assignments and objectives. **Strategy's Expected Result/Impact:** Student organization and responsibility of homework and academic learning Increased two-way communication between parents and teachers **Staff Responsible for Monitoring:** Leadership, teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Parent and Teacher data meetings will be held twice a year to ensure parents are informed of their child's progress. **Strategy's Expected Result/Impact:** Parent Involvement increased Parent Awareness of Student Progress **Staff Responsible for Monitoring:** leadership team, teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

829

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: Buddy West will create strong partnerships with parents and the community

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey, Family Night Agendas and Sign Ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Family Night activities for math and reading will be planned and organized for training and collaborating with parents on instructional goals for students K-5th. **Strategy's Expected Result/Impact:** Increased parent involvement Increased parent knowledge of math and reading **Staff Responsible for Monitoring:** leadership team, teachers, counselor **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Buddy West leadership team will meet once a month to review campus goals and progress; review instructional planning and delivery; and plan for upcoming events and celebrations. **Strategy's Expected Result/Impact:** Knowledge of campus progress and teacher capacity so that adjustments can be made as needed. **Staff Responsible for Monitoring:** Leadership team, teachers, MCLs, IC **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

831

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: Teachers will focus on intervention and tutoring services for Title One identified OSP (Homeless, Foster and Military students) to ensure they meet their MAP goals and receive services to ensure their success.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP
Impact tutoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The school counselor will provide interventions to help remove barriers to school attendance and success. Teachers will provide interventions for math and reading utilizing LLI kit and Do the Math kit to ensure academic growth. Teachers and counselor will document attendance contacts and contracts in Eduphoria. School Status will be utilized to communicate attendance weekly percentage and goals to parents. **Strategy's Expected Result/Impact:** Improved Attendance Academic growth in math and reading **Staff Responsible for Monitoring:** Counselors, teachers, leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				832

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Zavala Elementary

2022-2023 Campus Improvement Plan

833

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: By May 2023, 70% of students, K-2, will reach their individual RIT growth scores in MAP Reading.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: NWEA BOY, MOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Istation reading program will be used to create assigned lessons to meet the students' needs. K-2 students will use Istation for 30 minutes 3 times a week. **Strategy's Expected Result/Impact:** Increase in their MAP growth score **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Reading Coach, Administrators **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala students will utilize MAP Skills to prepare for MAP testing. **Strategy's Expected Result/Impact:** Increase in their MAP growth score **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Zavala will utilize Guided Reading, Istation, and LLI to provide individualized and differentiated lessons for students. Mrs. Alvarado, the reading coach, will pull 2nd graders for LLI intervention. K-2 will receive High Impact Tutoring 4 hours a month. **Strategy's Expected Result/Impact:** Increased MAP Growth Score Students will meet their MAP growth score **Staff Responsible for Monitoring:** Teachers Administrators High Impact Tutors **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				835

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: By May 2023, 70% of students, K-2nd, will reach their individual RIT growth scores in MAP Math.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: NWEA BOY, MOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Zavala will utilize Air Tutor (High Impact Tutoring) for K-2nd grade students for 4 hours a month. **Strategy's Expected Result/Impact:** Increased MAP Growth Score Students will meet their MAP growth score **Staff Responsible for Monitoring:** Teachers Administrators High Impact Tutors **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				836

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala will utilize Guided Math, Imagine Math, and Do the Math to provide individualized and differentiated lessons for students. The DDI process will be used to disaggregate MAP data. **Strategy's Expected Result/Impact:** Increased MAP Growth Score Students will meet their MAP growth score **Staff Responsible for Monitoring:** Leadership Team Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Title 1 resources will be used to provide Family Academic Nights. Teachers will provide Math TEKS training and strategies to help their children at home. Parent Data meetings will also be held. **Strategy's Expected Result/Impact:** Parent knowledge in Math Parent knowledge and awareness of student progress **Staff Responsible for Monitoring:** Leadership Team Teachers Staff **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $2,017				

837

No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: Annual student attendance will increase from 90.1% in 2022 to 95% in 2023.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Weekly reports
Attendance final year report for 2021-2022; 2022-2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Zavala Elementary will provide incentives for perfect attendance goals met monthly and every nine weeks. **Strategy's Expected Result/Impact:** Attendance goal of 95% **Staff Responsible for Monitoring:** Administrators, classroom teachers, counselor, attendance clerks, parents **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				838

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: Zavala will provide a safe and supportive learning environment that will assist in improving our K-2nd Reading and Math RIT scores to 70%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: Counselor referrals, discipline reports, and 100% of staff members trained in Darkness to Light/Stewards of Child prevention program and reporting requirements.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training for staff, students, and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during new employee training on the Darkness to Light/Stewards of Child prevention program. Counselors will train all staff during campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on campus. All staff will complete required Safe School training, Trauma, SEL, Bullying Awareness, CHAMPS, and Sexual Harassment training. All students and staff will participate in 7Mindsets lessons. **Strategy's Expected Result/Impact:** 100% of staff will receive training. Safe and supportive environment **Staff Responsible for Monitoring:** Administrators Leadership Team Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				839

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: Zavala will provide differentiated processes for priority classrooms and students.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Lesson plans, walk-throughs, student data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Effective transitions will be planned and implemented for Pre-K and 2nd grades to maintain the academic learning of students. Kinder-2nd grades will implement LLI and PreK will implement CLI interventions. **Strategy's Expected Result/Impact:** Improvement in Student Growth **Staff Responsible for Monitoring:** Leadership Team, Administrators, Teachers **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				840

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala Leadership team will meet weekly to review data, and lesson plans, create a plan of action for implementation of interventions, and discuss follow-through. Principals and the Instructional Coach will meet weekly with all teams in PLCs. Zavala Leadership team will monitor LLI progress and Do the Math Intervention. **Strategy's Expected Result/Impact:** Improvement in identified areas of need in reading and math - closing gaps identified. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Reading Coach, Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 50 % of Kindergarten students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Istation, Map, Fluency checks, running records, guided reading, walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder teachers and the leadership team will implement the Data-Driven Instruction process, develop Know/Show charts, provide coaching, and ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery and data analysis **Staff Responsible for Monitoring:** Teachers Leadership Team **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				841

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention will be provided for students not performing at grade level 4 times a week for 30 minutes and Istation usage of 60 minutes a week. **Strategy's Expected Result/Impact:** Student progress in monthly Istation tests and MAP assessments				

Staff Responsible for Monitoring: Teachers
Leadership Team

Title I:
2.4, 2.5
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

842

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 50% of First grade students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Istation, Map, Fluency checks, running records, guided reading, walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: First grade teachers and the leadership team will implement the Data-Driven Instruction process, develop Know/Show charts, provide coaching, and ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery, and data analysis **Staff Responsible for Monitoring:** Teachers Leadership Team **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				843

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention will be provided for students not performing at grade level 4 times a week for 30 minutes and Istation usage of 60 minutes a week. **Strategy's Expected Result/Impact:** Student progress in monthly Istation tests and MAP assessments				

Staff Responsible for Monitoring: Teachers
Leadership Team

Title I:
2.4, 2.5
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

844

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: 50% of Second grade students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Istation, Map, Fluency checks, running records, guided reading, walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Second-grade teachers and the leadership team will implement the Data-Driven Instruction process, develop Know/Show charts, provide coaching, and ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery, and data analysis **Staff Responsible for Monitoring:** Teachers Leadership Team **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				845

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention will be provided for students not performing at grade level 4 times a week for 30 minutes and Istation usage of 60 minutes a week. **Strategy's Expected Result/Impact:** Student progress in monthly Istation tests and MAP assessments				

Staff Responsible for Monitoring: Teachers
Leadership Team

Title I:
2.4, 2.5
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

846

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: The campus teacher retention rate will increase from 70% in 2022 to 80% in 2023.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Campus retention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of Zavala teachers hired will be certified or qualify for employment under the District of Innovation. **Strategy's Expected Result/Impact:** The campus retention rate will increase to 80% in 2023. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				847

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: In 2022-23, Zavala Elem will offer a job-embedded, personalized professional learning system for teachers that will assist in improving our K-2nd Reading and Math RIT scores to 70%..

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: Employee Performance Evaluations - TTESS
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week. **Strategy's Expected Result/Impact:** Walkthroughs and observations will show the implementation of job-embedded PD. Improved learning time **Staff Responsible for Monitoring:** Leadership Team and Administrators **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				848

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide professional development for math and reading to ensure teachers are equipped with needed strategies to ensure student growth. Provide guided reading and guided math training and workstation training for teachers. **Strategy's Expected Result/Impact:** Improved math and reading tier 1 lessons and interventions.				

Staff Responsible for Monitoring: Principals, Teachers, Instructional Coach, Reading Coach, Dyslexia Teacher

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

849

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Staff members will focus on intervention and High Impact Tutoring services for Title One identified OSP (Homeless, Foster, and Military students) to ensure they meet their MAP goals and receive services to ensure their success.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP, High Impact Tutoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The school counselor will provide resources and interventions to help remove barriers to school attendance and success. Teachers will provide interventions for math and reading by utilizing Do the Math and LLI to ensure academic growth. The teachers, counselor, administrators, and office staff will document attendance contacts and contracts in Eduphoria. School Status will be used to communicate with parents.				850
Strategy's Expected Result/Impact: Academic growth in math and reading Improved attendance				
Staff Responsible for Monitoring: Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher Flex Aides				
Title I: 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: The percentage of students reading on grade level in grades PK will increase 4% from the BOY CLI to EOY CLI assessment.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: EOY CLI Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Zavala will implement the district curriculum (Frog Street Press) and required literacy blocks during Circle time to ensure student success. **Strategy's Expected Result/Impact:** 4% increase of students reading on grade level from BOY CLI to EOY CLI assessment **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				851

 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: Implement innovative instructional models which enable personalized learning for all students.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Walkthroughs, lesson plans, MAP growth assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Zavala will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Academic Monitoring. **Strategy's Expected Result/Impact:** Student achievement improves as growth is monitored by both teachers and students. **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher Flex Aides **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				852

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala will implement research-based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Community and Career lessons and strategies, STEMScopes, Enriched Advanced Academics, and/or Project-Based Learning. Teachers will use Handwriting Without Tears, Generation Genius Science and Math, Community and Career lessons and strategies, math manipulatives, and balanced literacy resources/supplies will be purchased for each individual child, small group tutoring with a flex aide and part-time tutor. End-of-year celebrations for growth in reading and math will also take place to celebrate students' success. **Strategy's Expected Result/Impact:** Increase in student achievement on MAP assessment and guided reading level. **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher Flex Aides **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Flex Aide - Title One School-wide - $13,500, Instructional Coach - Title One School-wide - $82,000, Reading Coach - State Comp Ed - $78,000, Dyslexia Teacher - State Comp Ed - $14,065				853

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The principals will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path implementing Relay. **Strategy's Expected Result/Impact:** Increase in SCAs and EOY MAP assessment **Staff Responsible for Monitoring:** Administrators Instructional Coach **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Zavala Flex aides will pull small groups to work on reading comprehension, leveled reading, and syllables using the LLI curriculum. **Strategy's Expected Result/Impact:** Increase reading comprehension and reading level of students **Staff Responsible for Monitoring:** Flex Aides Instructional Coach Administrators Reading Coach **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Flex Aide - Title One School-wide - $25,320				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Zavala staff will facilitate parent/student academic workshops with a focus on reading and math strategies. **Strategy's Expected Result/Impact:** Increase reading and math comprehension and strategies for students and parents. **Staff Responsible for Monitoring:** Teachers Paraprofessionals Instructional Coach Reading Coach Dyslexia Teacher Administrators **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Reading and math make and take materials, planners - Title One School-wide - $1,689				

854

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: Zavala will strive to have 100% of 2nd graders implementing AVID binders, planners, and organizational tools.

Indicators of Success:
Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: Walkthroughs by Leadership Team

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 2nd Grade Teachers will receive training and expectations for AVID Binder setup and organization. **Strategy's Expected Result/Impact:** 100% of 2nd-grade students use binders, planners, and organizational tools correctly. **Staff Responsible for Monitoring:** Teachers, Leadership Team **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				855

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 2nd grade students will use two and three column notes. **Strategy's Expected Result/Impact:** 100% of 2nd grade students will use two and three column notes. **Staff Responsible for Monitoring:** 2nd grade teachers Administrators **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: Zavala will create a strong partnership with parents and the community.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Family Academic Nights
Volunteer Program

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Family Academic Nights will be organized for math and reading training and collaborating with parents on instructional goals for PK-5 students. **Strategy's Expected Result/Impact:** Increased parent and community involvement Increased parent knowledge of math and reading **Staff Responsible for Monitoring:** Leadership Team Teachers Instructional Coach Reading Coach Dyslexia Teacher Parents Community Members **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala Leadership Team will meet once a month to review campus goals and progress; review instructional planning and delivery; and plan upcoming events/training. **Strategy's Expected Result/Impact:** Leadership Team Instructional Coach Reading Coach **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

857

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 6: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Character Ed Lessons by Counselor for PK-2; Lower Referral Numbers, 7Mindsets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. Monitor behavior referrals and recurring behavior referrals. **Strategy's Expected Result/Impact:** Awareness of SEL research and practice. Mindset Monday in classrooms during breakfast. Assistance for teachers and students with recurring behavior issues. **Staff Responsible for Monitoring:** Principals, Teachers, Counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture				858

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala will provide SEL for all students. **Strategy's Expected Result/Impact:** Weekly 7 Mindset lessons **Staff Responsible for Monitoring:** Teachers, Counselor, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

PRESENTATION OF BILINGUAL/ESL PROGRAM

Betsabe Salcido, Executive Director of Bilingual/ESL Services from Curriculum and Instruction will present a program overview. She will introduce the Bilingual/ESL team, define the program implementation models, report the numbers of students being served, and share data.

Bilingual & ESL Education

860

ECISD

ECISD Bilingual / ESL Department

ECISD Bilingual & ESL Department Mission

861

The Bilingual and ESL Department of ECISD supports the District's vision and mission and is committed to ensuring that all **Emergent Bilinguals** are provided equitable educational opportunities that address their effective, linguistic and cognitive needs as mandated by federal and state regulations.

ECISD Bilingual Programs

- **Dual Language-One way**
  The One-Way Dual Language program serves identified Emergent Bilingual students in Spanish and English to learn content and language simultaneously.

- **Dual Language-Two way**
  A two-way dual language program that serves identified Emergent Bilinguals and Monolingual students so that both groups become bilingual and biliterate in the two languages.

- **Transitional Bilingual Late Exit Model**
  Transitional /Late-Exit Bilingual is a bilingual program that serves students identified as Emergent Bilinguals to gradually transfer students from Spanish to English-only instruction.

- **ESL Program**
  The ESL Program provides intensive instruction in English using second language acquisition strategies to teach academic English to students who speak other languages.

ECISD

Bilingual / ESL Department

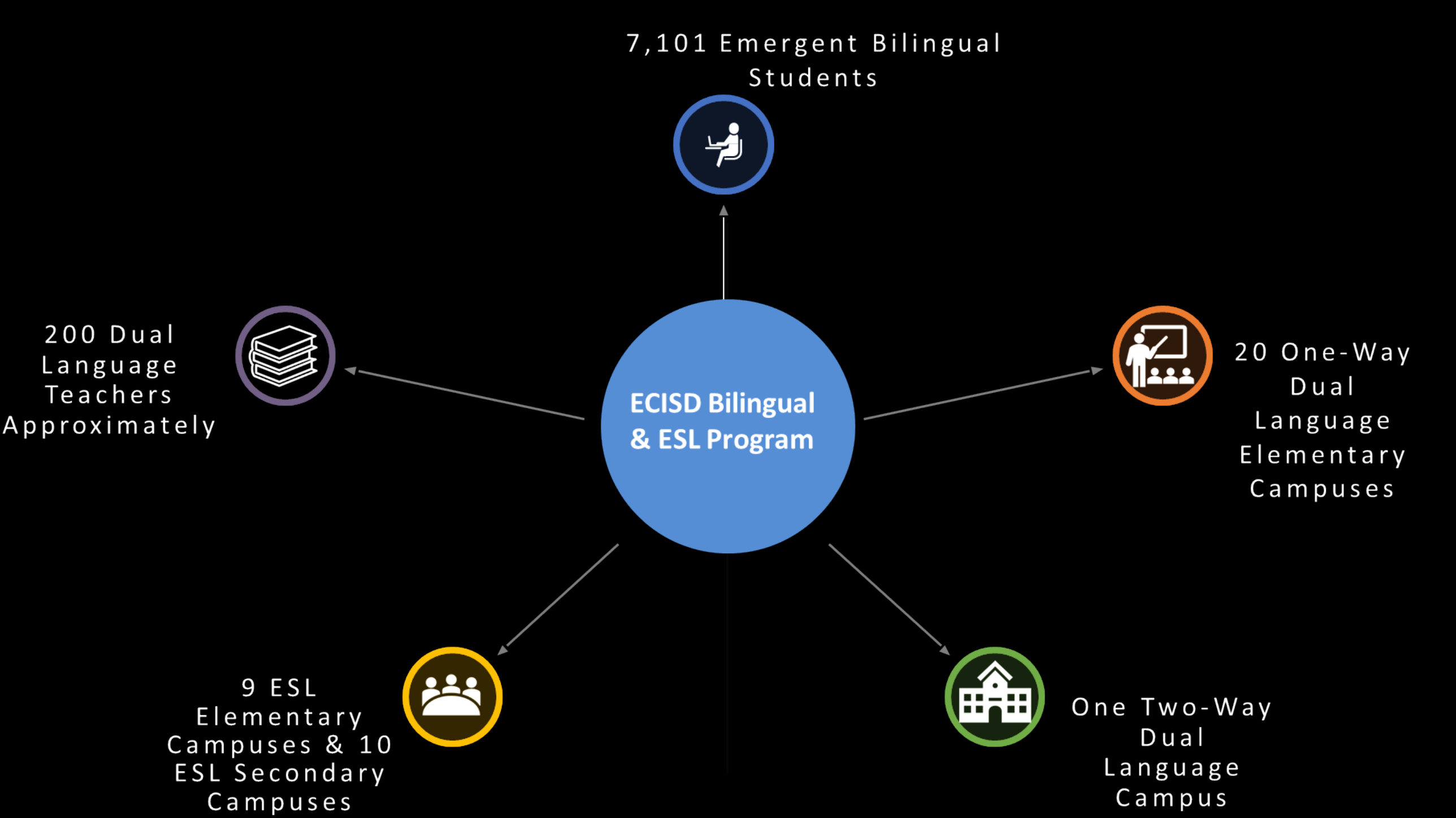
ECISD

Home Languages

31

LANGUAGE	Total
AFRIKAANS (TAAL)	2
AKAN (FANTE, ASANTE)	1
AMHARIC	2
ARABIC	4
BUMESE	1
CAMBODIAN (KHMER)	6
ENGLISH	23692
FRENCH	4
GUJARATI	7
HINDI	2
INDONESIAN	1
JAPANESE	1
KANNADA (KANARESE)	1
KOREAN	2
MALAYALAM	2
MANDARIN (CHINESE)	6
NAVAJO	1
OTHER LANGUAGES	49
PILIPINO (TAGALOG)	29
POLISH	1
PORTUGUESE	4
RUSSIAN	2
SPANISH	7455
TAMIL	1
TELUGU (TELEGU)	5
TIWA	1
TULUAU	1
TURKISH	3
URDU	2
VIETNAMESE	34
YORUBA	2

863


7,101 Emergent Bilingual Students
200 Dual Language Teachers Approximately
ECISD Bilingual & ESL Program
20 One-Way Dual Language Elementary Campuses
9 ESL Elementary Campuses & 10 ESL Secondary Campuses
One Two-Way Dual Language Campus

One -Way
Dual Language Program

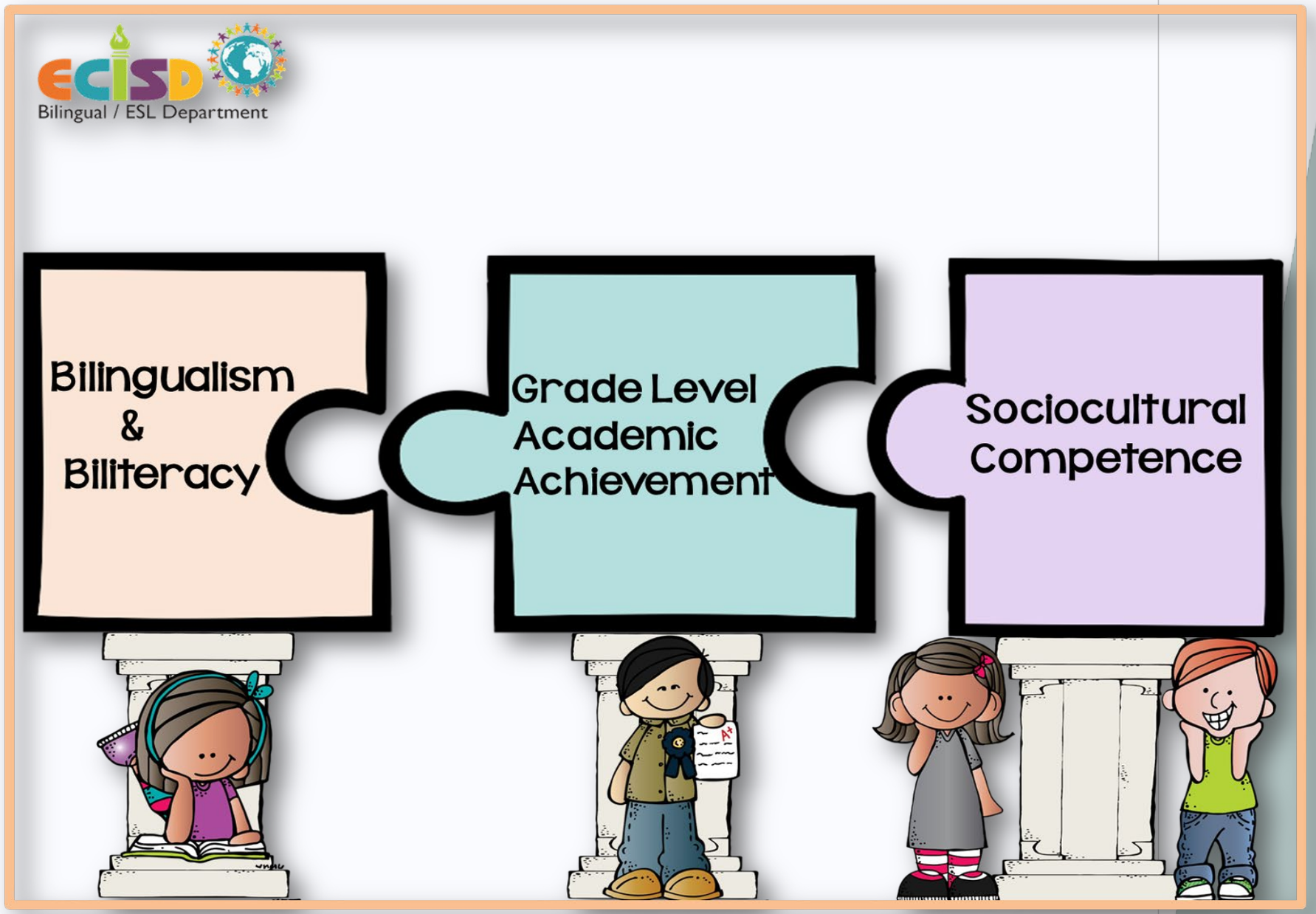
The program is designed to make academic content accessible to emergent bilinguals through the development of literacy and academic skills. The program develops a second language (English)for students while maintaining and respecting the student's own language (Spanish) and culture.

865

Benefits of being Bilingual:

- Advanced levels of language proficiency
- Higher academic acheivement
- Better scores on standardized state tests
- Biculturalism

Dual Language Pillars



Language of the Day Calendars

August 2022

PK-1st Language of the Day Guide

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2	3	4	5
8	9 First Day of School Opening Activities SLAR Math-SS-Sci	10 Opening Activities SLAR Math-SS-Sci	11 Opening Activities SLAR Math-SS-Sci	12 Opening Activities SLAR Math-SS-Sci
15 Opening Activities SLAR Math-SS-Sci	16 Opening Activities SLAR Math-SS-Sci	17 Opening Activities SLAR Math-SS-Sci	18 Opening Activities SLAR Math-SS-Sci	19 Opening Activities SLAR Math-SS-Sci
22 Opening Activities SLAR Math-SS-Sci	23 Opening Activities SLAR Math-SS-Sci	24 Opening Activities SLAR Math-SS-Sci	25 Opening Activities SLAR Math-SS-Sci	26 Opening Activities SLAR Math-SS-Sci
29 Opening Activities SLAR Math-SS-Sci	30 Opening Activities SLAR Math-SS-Sci	31 Opening Activities SLAR Math-SS-Sci		

English
Spanish

ECISD
Bilingual / ESL Department

August 2022

2nd-5th Grade Language of the Day Guide

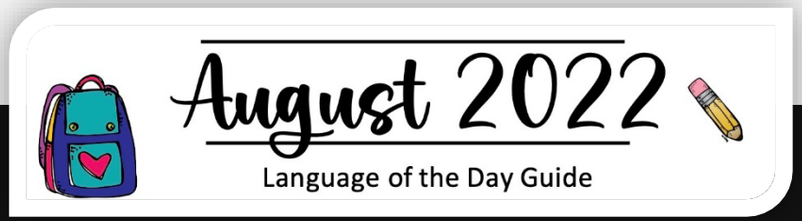
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2	3	4	5
8	9 First Day of School Opening Activities SLAR Math-SS-Sci	10 Opening Activities ELAR Math-SS-Sci	11 Opening Activities SLAR Math-SS-Sci	12 Opening Activities ELAR Math-SS-Sci
15 Opening Activities SLAR Math-SS-Sci	16 Opening Activities ELAR Math-SS-Sci	17 Opening Activities SLAR Math-SS-Sci	18 Opening Activities ELAR Math-SS-Sci	19 Opening Activities SLAR Math-SS-Sci
22 Opening Activities ELAR Math-SS-Sci	23 Opening Activities SLAR Math-SS-Sci	24 Opening Activities ELAR Math-SS-Sci	25 Opening Activities SLAR Math-SS-Sci	26 Opening Activities ELAR Math-SS-Sci
29 Opening Activities SLAR Math-SS-Sci	30 Opening Activities ELAR Math-SS-Sci	31 Opening Activities SLAR Math-SS-Sci		

English
Spanish

ECISD
Bilingual / ESL Department

ECISD
Bilingual / ESL Department

Language of the Day Guide



PK-1st

Opening Activities	Opening Activities
Language Development	Language Development
SLAR	SLAR
Math-SS-Sci	Math-SS-Sci

English / Spanish

2nd-5th

Opening Activities	Opening Activities
Language Development	Language Development
SLAR	ELAR
Math-SS-Sci	Math-SS-Sci

Bilingual Resources

ECISD Bilingual / ESL Department

Bilingual Literacy Daily Minutes Breakdown
140 minutes (K-2)
2022-2023

Foundational Skills-20 minutes

20 min

- Decoding/Phonics
- Spelling
- Fluency

Vocabulary-10 minutes

10 min

- Oral Language
- Generative
- Academic
- Vocabulary Routines and Strategies

Reading Workshop-30 minutes

30 min

- Read Aloud/ Shared Reading Minilesson
  - I Do- Connect & Teach
  - We Do-Apply to Text
  - You Do-Engage & Respond

Guided Reading/Literacy Centers-50 minutes

50 min

- HMH Resources
- Take and Teach Lessons
- Istation Lessons (Word Work)

Writing Workshop-30 minutes

30 min

- Engaging in the Writing Process & Grammar
  - Writing Workshop Teachers Guide
  - Grammar Scope and Sequence

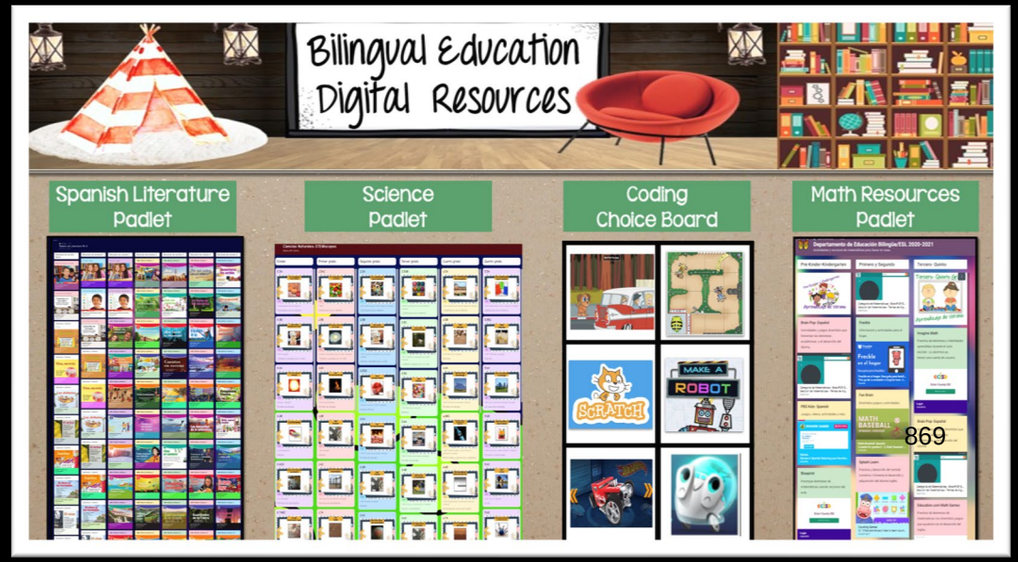
**RTI (Estrellita/Soluciones-30 Min) is outside of the above literacy time allotment

ECISD Bilingual / ESL Department

Bilingual Example Pre-k 4 Schedule

(Schedules vary based on campus needs)

	Arrival/Breakfast
8:00-8:20	Greeting Circle/Morning Message
8:20-8:30	Music & Movement
8:30-8:45	1st Read Aloud
8:45-9:00	Journals/Estrellita
9:00-9:45	Special Areas
9:45-10:00	Gross Motor/Outdoor Play
10:00-10:50	Literacy Small Group/Learning Centers/iStation/HWOT
10:50-11:20	Lunch
11:20-11:40	2nd Read Aloud/Restroom
11:40-12:25	Nap/Rest Time
12:25-12:40	Restroom/Snack/Letter Work/HWOT
12:40-1:00	Gross Motor/Outdoor Play
1:00-1:40	Math Lesson/Math Small Group/Imagine Math
1:40-2:30	STEAM/Small Group/Learning Centers
2:30-3:00	Language Development
3:00-3:20	Closing Circle
3:20	Dismissal



ECISD Bilingual / ESL Department

Dual Language One -Way Biliteracy Framework

1. Pre-K through 1st Grade Emergent Bilingual Students in a Dual Language One-Way program receive literacy Instruction in their Native Language.

2. 2nd Grade through 5th Grade Emergent Bilinguals receive literacy Instruction in both English and Spanish.

3. 45 Minutes of Language Development time is Necessary for Intentional Transfer and Bridging Between the Two Languages.

"Children grow into the intellectual life around them. "

-Lev Vygotsky

ECISD BE & ESL Program

Remember the Wins

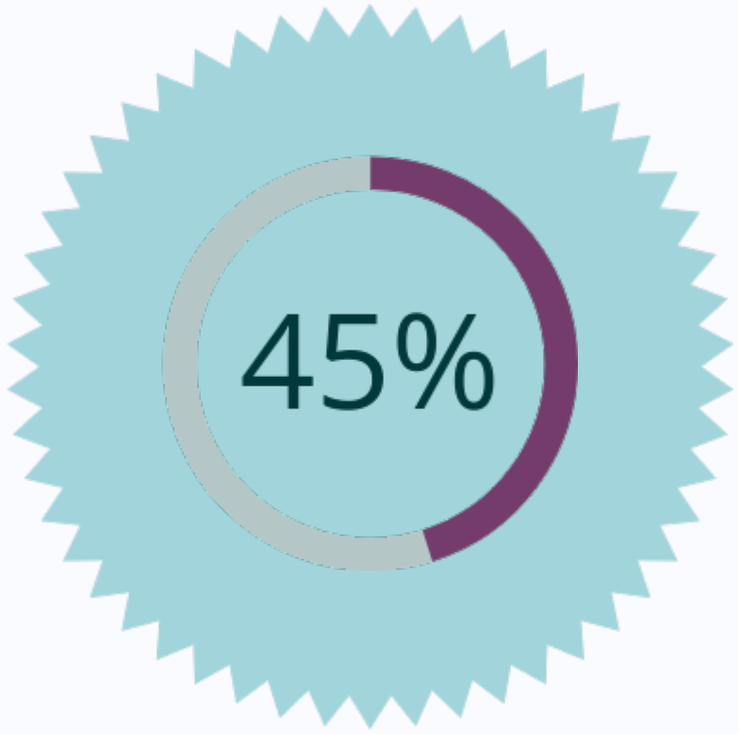
ECISD

Bilingual / ESL Department

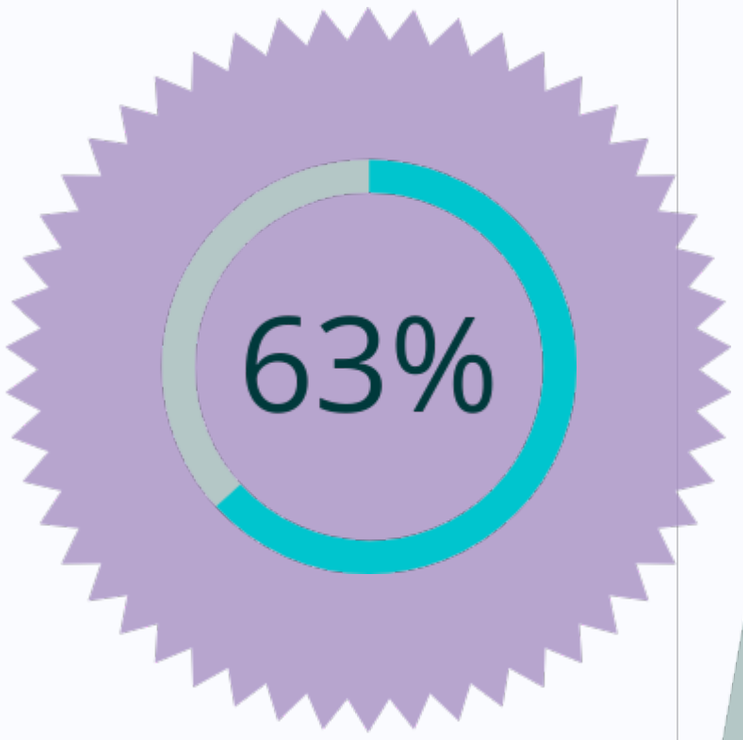
Bilingual Kinder Readiness

Bilingual / ESL Department

The Kinder Ready indicator of success goal for 2022 is 45%.



ECISD



ECISD Emergent Bilingual Students

Dual Language Implementation

Successful Implementation of the Dual Language Program for most bilingual elementary campuses PreK through 4th grade for the year 2022-2023.

874

Intentional
Professional Development

ECISD

Bilingual / ESL Department

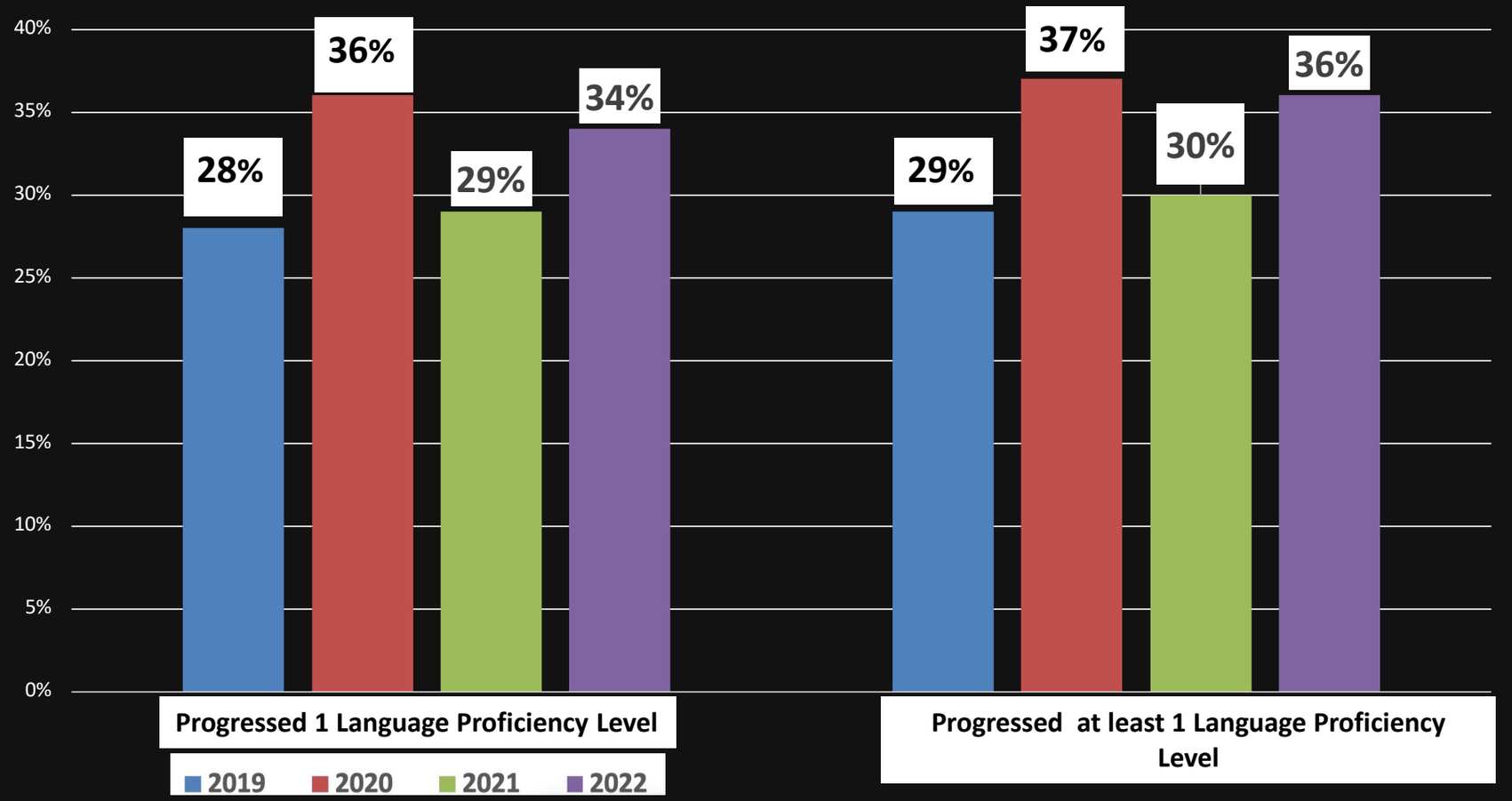
Graduating Class of 2021 -2022

- 26% of the top ten students in ECISD high schools were former bilingual/ESL students. 875
- Thirteen students, including two Valedictorians and one Salutatorian, were served through our Bilingual/ESL program.
- This number is 6% higher than last year.
- Emergent Bilingual Graduation Rate increased from 63.5 % to 70.8%.
- Drop Out Rate for Secondary Emergent Bilinguals reduced from 3.6% to 3.3%

Assessments

Texas English Language Proficiency Assessment System (TELPAS)

Accountability Growth (3rd -12th)



876

Bilingual Elementary 3-5 STAAR DATA

3rd-5th Bilingual Reading STAAR Data

	3rd Grade			4th Grade			5th Grade		
	2021	2022		2021	2022		2021	2022	
Approaches	49%	52%	3%	38%	51%	13%	54%	63%	9%
Meets	21%	24%	3%	17%	27%	10%	26%	33%	7%
Masters	11%	14%	3%	4%	11%	7%	12%	17%	5%
# of Students	541	615		510	597		480	566	

3rd-5th Bilingual Math STAAR Data

	3rd Grade			4th Grade			5th Grade		
	2021	2022		2021	2022		2021	2022	
Approaches	53%	57%	4%	47%	58%	11%	65%	65%	877 0%
Meets	21%	28%	7%	20%	30%	10%	32%	33%	1%
Masters	11%	11%	0%	8%	14%	6%	15%	13%	-2%
# of Students	541	614		511	597		482	566	

Bilingual
6-8 STAAR DATA

6th-8th
Bilingual Reading STAAR Data

	6th Grade			7th Grade			8th Grade		
	2021	2022		2021	2022		2021	2022	
Approaches	34.8%	46.3%	11%	39.2%	56.5%	17%	42.2%	59.1%	17%
Meets	7.8%	18.0%	10%	15.4%	28.6%	13%	15.3%	29.9%	15%
Masters	2.7%	5.9%	3%	6.5%	14.0%	7%	3.5%	14.8%	11%
# of Students	514	523		480	588		424	528	

6th-8th
Bilingual Math STAAR Data

	6th Grade			7th Grade			8th Grade		
	2021	2022		2021	2022		2021	2022	
Approaches	49.5%	62.8%	13%	30.8%	50.9%	20%	30.7%	44.3%	878 14%
Meets	15.0%	26.5%	11%	12.0%	21.5%	10%	9.9%	10.6%	1%
Masters	3.9%	8.6%	5%	3.3%	8.8%	6%	0.9%	0.7%	-0.2%
# of Students	519	521		484	590		355	436	

Bilingual / ESL Department

Bilingual
English 1 &2 STAAR DATA

English 1

	2021	2022	
Approaches	19.9%	26.1%	**6%**
Meets	9.2%	11.7%	**2%**
Masters	0.0%	1.0%	**1%**
# of Students	**423**	**778**	

English 2

879

	2021	2022	
Approaches	30.9%	24.1%	**-7%**
Meets	12.5%	11.2%	**-1%**
Masters	0.0%	0.0%	**0%**
# of Students	**311**	**527**	

Bilingual / ESL Department

Bilingual
Algebra 1 STAAR DATA

Algebra 1

	2021	2022	
Approaches	51.9%	52.3%	**0.4%**
Meets	18.1%	24.6%	**6%**
Masters	7.8%	13.7%	**6%**
# of Students	**397**	**642**	

Bilingual / ESL Department

Preservation of one's own culture does not require contempt or disrespect for other cultures.

-Cesar Chavez

ECISD GLOBAL LEADERSHIP ACADEMY

Bilingual Summer Learning

ECISD Bilingual / ESL Department

Bilingual & ESL Education

Bigger, Bolder, Better

ECISD
Bilingual / ESL Department

Discussion of Revisions to Local Board Policies for the District of Innovation Renewal Plan

The Board of Trustees previously approved the ECISD District of Innovation Plan and the related exemptions from state statutes. Before exemptions from statutes can be implemented, the administration must revise any impacted local board policies and provide a roll-out plan that ensures appropriate implementation parameters.

Texas Association of School Boards Policy Service assisted the District in proposing revisions and additions to ECISD board policy. Implementation parameters were developed by the appropriate ECISD leaders.

The following policies have been recommended for revision or inclusion in the Ector County ISD policy manual:

- BDAE(LOCAL): OFFICERS AND OFFICIAL'S DUTIES AND REQUIREMENTS OF DEPOSITORY
- CFD(LOCAL): ACCOUNTING-ACTIVITY FUNDS MANAGEMENT
- CFEA(LOCAL): PAYROLL PROCEDURES-SALARY DEDUCTIONS AND REDUCTIONS
- CH(LOCAL): PURCHASING AND ACQUISITION
- EEB(LOCAL): INSTRUCTIONAL ARRANGEMENTS-CLASS SIZE

In addition to the redlined policy revisions, we have provided an action plan that outlines how these revisions and the District of Innovation Plan will be implemented.

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Administrative Recommendation:

The Administration recommends that the Board approve revisions to local board policies and the corresponding implementation parameters.

DISTRICT OF INNOVATION PLAN – IMPLEMENTATION PARAMETERS

Policy Revised	TEC Exemption Activated	Change to Local Policy	Parameters
BDAE (LOCAL): Officers and Official's Duties and Requirements of Depository	45.205 45.206 45.207 45.208 45.209	(Revise Policy) New text has been added: "The District shall be exempt from the state laws requiring the use of a bidding process for selecting depository banking services and from the state law requiring that a contract be for a term of no more than two years and limiting the extension of a contract to no more than three additional two-year terms. Also, the District shall be exempt from the state law that prohibits selecting a depository that is not insured by the Federal Deposit Insurance Corporation." Allowable Collateral for eligible securities for collateralization of deposits text has been removed and replaced with a new text: "The District shall be exempt from the state law requiring a bank depository to provide a bond or pledged securities to secure deposits of public funds."	Finance Division will continue to scrutinize depository vendors so that it is the best value to the district without spending resources to go out for bid every two years or changing depositories unnecessarily. Collateral on deposits and investments will still be maintained and proved up as part of the annual financial audit.
CFD (LOCAL): Accounting – Activity Funds Management	44.908	(Revise Policy) District and Campus Activity Funds and Approval on disbursements have been removed and new text has been added: "The district shall be exempt from the state law requiring the adoption of a policy governing the expenditure of local funds from vending machines, rentals, gate receipts, or other local sources of revenue over which the District has direct control."	Finance Division will continue to monitor Campus Activity Funds (CAF) and General funds for appropriate and complete receipts.
CFEA (LOCAL): Payroll Procedures – Salary Deductions and Reductions	21.002 22.002	(Add Policy) This new policy states that: "The District is exempt from the state law requiring a district to permit an employee to have membership fees or dues to professional organizations deducted from the employee's salary. The District shall have the flexibility to permit payroll deductions for professional dues to educational organizations related to the District. Also, the District is exempt from the state law requiring a district to honor an	Finance Division will ensure that payroll deductions are for appropriate purposes such as professional dues for educational related organizations. The district will not payroll deduct and pay bills other than educational and legally required payments such as payroll taxes, garnishments, and benefits.

		assignment, pledge, or transfer, as security for indebtedness, and to make appropriate payment to the assignee, pledgee, or transferee. The District shall restrict payroll deductions to expenses related to the District."	
CH (LOCAL): Purchasing and Acquisition	44.0331 44.043 44.047	(Revise Policy) New text has been added: "The District is exempt from the state law requiring that purchases or leases of automated external defibrillators (AED) meets standards established by the Federal Food and Drug Administration. The District is exempt from the state law requiring that cooperative purchasing contract-related fees be presented annually in a written report to the Board in an open meeting. The District is exempt from the state law prohibiting a district from considering a vendor's membership or relation with an organization and including in bid specifications, agreements, or subsequent contracts language that would deny or diminish the right of a person to work because of the person membership or relations with any organization."	Finance Division will work with district purchasers of AED'S to ensure they meet the school district requirements. Finance Division will ensure co-op fees are reasonable with respect to the benefit received from co-op membership. Finance Division will choose vendors based on the best value to the district.
EEB (LOCAL): Instructional Arrangements – Class Size Ms. Syverson	25.112	(Add Policy) New text has been added: "The district is exempt from the state law that requires a district not to enroll more than 22 students in prekindergarten – grade 4 class.	This was designed to accommodate larger class sizes in any Opportunity Culture classrooms in PK-4. ECISD will continue to notify parents when their child's class size exceeds the 22:1 ratio @ PK-4. We will also continue to notify the Board of Trustees when any PK-4 class size exceeds the 22:1 ratio. The only action being waived is the required state notification of any PK-4 class size that exceeds the 22:1 ratio.

PROPOSED REVISIONS

Note: This local policy has been revised in accordance with the District's innovation plan.[i]

Selecting a Depository

In accordance with the District's innovation plan, the District shall be exempt from the state laws requiring the use of a bidding process for selecting depository banking services and from the state law requiring that a contract be for a term of no more than two years and limiting the extension of a contract to no more than three additional two-year terms.

Also, in accordance with the District's innovation plan, the District shall be exempt from the state law that prohibits selecting a depository that is not insured by the Federal Deposit Insurance Corporation.

The Superintendent or designee shall have the authority to determine the method of selecting a depository in accordance with BDAE(LEGAL).

Allowable Collateral

In accordance with the District's innovation plan, the District shall be exempt from the state law requiring a bank depository to provide a bond or pledged securities to secure deposits of public funds.

~~Eligible securities for collateralization of deposits are those defined as "eligible securities" by the Public Funds Collateral Act.~~

~~Monitoring Collateral Adequacy~~

~~The District shall require monthly reports with market values of pledged securities from all financial institutions with which the District has collateralized deposits. The investment officers shall monitor adequacy of collateralization levels to verify market values and total collateral positions.~~

~~Release of Pledged Securities~~

~~The investment officer or designee shall approve in writing the release or substitution of any securities pledged to the District that are being held by any organization.~~

[1] Innovation Plan: https://www.ectorcountyisd.org/

PROPOSED REVISIONS

Note: This local policy has been revised in accordance with the District's innovation plan.[i]

Fiduciary Responsibility

The Superintendent, principal, and sponsor, as applicable, shall be responsible for the proper administration of District and campus activity funds and student activity funds in accordance with state law and local policy, District accounting practices and procedures, and the Texas Education Agency (TEA) *Financial Accountability System Resource Guide*.

Student Activity Funds

The Superintendent shall ensure that student activity accounts are maintained to manage all class funds and other funds raised and collected by student clubs or organizations for a school-related purpose. The principal or designee shall issue receipts for all funds prior to their deposit into the appropriate District account at the District depository.

Student activity funds shall be included in the annual audit of the District's fiscal accounts. [See CFC]

Use and Expenditure

Funds collected by student groups shall be used only for purposes authorized by the student club or organization. The principal and sponsor shall manage and approve all disbursements. All funds raised by student organizations must be expended for the benefit of the students.

~~**District and Campus Activity Funds**~~

~~The Superintendent shall ensure District accounting practices and procedures address the expenditure of District and campus activity funds generated from vending machines, rentals, gate receipts, concessions, and other local sources of revenue over which the District has direct control. Funds generated from such sources shall be expended for the benefit of the District or its students and shall be related to the District's educational purpose.~~

In accordance with the District's innovation plan, the District shall be exempt from the state law requiring the adoption of a policy governing the expenditure of local funds from vending machines, rentals, gate receipts, or other local sources of revenue over which the District has direct control.

~~Approval~~

~~Approval from the immediate supervisor or designee shall be obtained prior to a disbursement being made to any employee, including the principal.~~

Carryover Funds

All funds shall be left in the appropriate account and each sponsoring group shall retain the carryover funds for the next fiscal year. If a club or organization ceases to function or exist, the unexpended

funds shall be credited to the appropriate administrative activity account.

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[i] Innovation Plan: https://www.ectorcountyisd.org/

ADD POLICY

Note: This local policy has been revised in accordance with the District's innovation plan.[1]

In accordance with the District's innovation plan, the District is exempt from the state law requiring a district to permit an employee to have membership fees or dues to professional organizations deducted from the employee's salary. The District shall have the flexibility to permit payroll deductions for professional dues to educational organizations related to the District.

Also, in accordance with the District's innovation plan, the District is exempt from the state law requiring a district to honor an assignment, pledge, or transfer, as security for indebtedness, and to make appropriate payment to the assignee, pledgee, or transferee. The District shall restrict payroll deductions to expenses related to the District.

[1] Innovation Plan: https://www.ectorcountyisd.org/

PROPOSED REVISIONS

Note: This local policy has been revised in accordance with the District's innovation plan.[1]

District of Innovation Exemptions

In accordance with the District's innovation plan, the District is exempt from the state law requiring that purchases or leases of automated external defibrillators (AED) meets standards established by the federal Food and Drug Administration.

In accordance with the District's innovation plan, the District is exempt from the state law requiring that cooperative purchasing contract-related fees be presented annually in a written report to the Board in an open meeting.

In accordance with the District's innovation plan, the District is exempt from the state law prohibiting a district from considering a vendor's membership or relation with an organization and including in bid specifications, agreements or subsequent contracts language that would deny or diminish the right of a person to work because of the person's membership or relations with any organization.

Purchasing Authority

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $50,000 or more, except as provided below, shall require Board approval before a transaction may take place.

The Superintendent is not required to obtain Board approval for the following types of budgeted purchases, regardless of cost:

1. A purchase made pursuant to a Board-approved interlocal contract or a cooperative purchasing program, in accordance with law;
2. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing [see CH(LEGAL) or CBB(LEGAL)]; or
3. A continuing or periodic purchase under a Board-approved bid or contract.

Exception for Emergency Contracts

In the event of a catastrophe, emergency, or natural disaster affecting the District, the Board delegates to the Superintendent the authority to contract for the replacement, construction, or repair of school equipment or facilities in accordance with law, if emergency replacement, construction, or repair is necessary for the health and

safety of District students and staff. Prior to the transaction, the Superintendent shall obtain the approval of the Board President.

The Superintendent shall report to the Board at the next regular meeting any contract made under this authority. [See Disaster Exception, CH(LEGAL)]

The delegation regarding emergency contracts does not waive competitive purchasing requirements under Education Code Chapter 44. Only the Board is authorized to waive competitive purchasing requirements under limited circumstances in accordance with Education Code 44.031(h). [See Emergency Damage or Destruction, CH(LEGAL)]

Purchasing Procedures

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]

Purchasing Method

The Board delegates to the Superintendent the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

Competitive Bidding

If competitive bidding is chosen as the purchasing method, the Superintendent shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids in accordance with state or federal law, as applicable.

Competitive Sealed Proposals

If competitive sealed proposals are chosen as the purchasing method, the Superintendent shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

The District may reject any and all proposals in accordance with state or federal law, as applicable.

Electronic Bids or Proposals

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with

Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

Responsibility for Debts

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

Purchase Commitments

All purchase commitments shall be made by the Superintendent in accordance with administrative procedures, including the District's purchasing procedures.

Personal Purchases

District employees shall not be permitted to make purchases for personal use through the District's business office.

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[1] Innovation Plan: https://www.ectorcountyisd.org/

ADD POLICY

Note: This local policy has been revised in accordance with the District's innovation plan.[1]

Class Size Ratio

In accordance with the District's innovation plan, the District is exempt from the state law that requires a district not to enroll more than 22 students in a prekindergarten–grade 4 class.

[1] Innovation Plan: https://www.ectorcountyisd.org/

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Todd Hiner, Chief of Police and Susan Lara, Grant Writer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL TO SUBMIT A GRANT TO THE OFFICE OF THE GOVERNOR FOR BULLET RESISTANT SHIELDS FOR ECISD FRONTLINE OFFICERS**

DATE: September 13, 2022

In June, 2022, Governor Abbott ratified a Budget Execution Order proposed by the Legislative Budget Board, pursuant to Texas Government Code, Section 317.002 and Section 317.005(b) to equip peace officers with bullet resistant shields. The opportunity to apply for this grant under the Governor's office will enable ECISD to purchase equipment (shields) critical to school security, which the Police Department cannot currently afford.

The ECISD Police Department requests approval to submit a grant application to the Office of the Governor of the State of Texas. The purpose of the grant is to purchase 27 Bullet Resistant Shields (one for every ECISD Frontline Officer) at a cost of $6,373.70 each for a total of $172,089.90.

****

Administrative Recommendation:

Approval of Bullet Resistant Shields for ECISD Frontline Officers Grant.

802 N. Sam Houston Ave.
Odessa, TX 79761

Resolution For Bullet Resistant Shields Grant

WHEREAS, The Ector County Independent School District Board of Trustees finds it in the best interest of the citizens of Ector County, Texas that the Bullet Resistant Shields Grant Project be operated for the 2022-23 school year and

WHEREAS The Ector County Independent School District Board of Trustees agrees that in the event of loss or misuse of the Office of the Governor funds, The Ector County Independent School District Board of Trustees assures that the funds will be returned to the Office of the Governor in full.

WHEREAS, Ector County Independent School District Board of Trustees designates Dr. Scott Muri, Superintendent, as the grantee's authorized official. The authorized official is given the power to apply for, accept, reject, alter or terminate the grant on behalf of the applicant agency.

NOW THEREFORE, BE IT RESOLVED that Ector County Independent School District Board of Trustees approves submission of the grant application for the Bullet Resistant Ballistic Shields to the Office of the Governor.

_____Board President
Signed by: Dr. Steve Brown, Board President

Passed and Approved this _____ (Day) of _____ (Month), _____ (Year)

Grant Number: 4597801