

Ector County Independent School District
Blackshear Elementary Magnet
2021-2022 Campus Improvement Plan



Mission Statement

At Blackshear Magnet Elementary, we focus on making student growth through engaging learning experiences, positive relationships, two-way communication and a safe learning environment.

Vision

At Blackshear Magnet Elementary, we prepare students for college and career readiness by creating life-long learners and productive citizens.

Value Statement

We believe that....

1. All students will make one year's growth in reading and math from the beginning of the year MAP testing in K-5.
2. Fourth and fifth graders will increase by 10% of their previous year's STAAR scores in Reading and Math.
3. Teacher's will show growth in Domains 1 and 2.

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Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 100% of Blackshear teachers will be highly qualified. Blackshear will maintain 67% of our teaching staff.	20
Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 164 students out of 301 students in thirds through fifth will perform at the Meets level on the STAAR test 2022.	22

Comprehensive Needs Assessment

Demographics

Demographics Summary

Teacher Years of Experience for EL Magnet At Blackshear for Multiple Years										
Years of Experience by Subject	2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	3.1	6.7%	4	8.6%	2	4.5%	6.6	16.6%	8.9	20.7%
1 - 5 Years Experience	7	15.1%	8.1	17.5%	8	18.2%	9.2	23.1%	10.1	23.5%
6 - 10 Years Experience	10.3	22.2%	9	19.4%	5	11.4%	5	12.6%	6.3	14.7%
11 - 20 Years Experience	13.7	29.5%	11.2	24.1%	15	34.1%	9.1	22.9%	8.5	19.8%
Over 20 Years Experience	12.3	26.5%	14.1	30.4%	13.9	31.6%	9.9	24.9%	9.2	21.4%
Total Teacher FTEs	46.4	100.0%	46.4	100.0%	44	100.0%	39.8	100.0%	43	100.0%

Student Mobility Rate Report for All Campuses

	2020 - 2021			2019 - 2020			2018 - 2019			2017 - 2018			2016 - 2017		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
EL Magnet At Blackshear	107	600	17.83%	112	659	17.00%	40	614	6.51%	123	650	18.92%	113	617	18.31%
District	4,680	30,136	15.53%	4,705	31,201	15.08%	5,098	31,199	16.34%	4,827	30,317	15.92%	4,204	29,486	14.26%

Demographics Strengths

Blackshear Magnet Elementary has a mobility rate of 17-18% students and teachers.

Our K through fifth grade classrooms meet the required student-teacher ratio.

Blackshear Magnet has an active PTA board that works closely with the school to promote student and school success.

In 2019, 72% of students were at the Approaches grade level in Domain II in ELA/Reading in 4th-5th grade. 73% of students were at the Approaches grade level in Domain II for 4th-5th grade students in Math.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance lags behind the state average. **Root Cause:** Parents do not understand and/or value the importance of regular school attendance.

Problem Statement 2 (Prioritized): T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments. **Root Cause:** Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.

Student Learning

Student Learning Summary

School Year 2018-19

EL MAGNET AT BLACKSHEAR



Grades Served K-5 Student Enrollment Details 683 Students Enrolled District ECTOR COUNTY ISD

Address P O BOX 3912, ODESSA, TX 79760

CHANGE OVER TIME

HOW WELL DID THIS SCHOOL PERFORM OVERALL?



74 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME

2017-18
Improvement Required
56 out of 100

2018-19
C
74 out of 100

This section showcases annually the overall grade of this campus to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT



53 out of 100

Student Achievement shows how much students know and are able to do at the

SCHOOL PROGRESS



75 out of 100

School Progress shows how students perform over time and how that growth

CLOSING THE GAPS



71 out of 100

The Closing the Gaps domain tells us how well different populations of

STAAR All	Approaches	Meets	Masters
Reading			
2017			
2018	47	17	6
2019	56	22	11
2021	48	20	10
Math			
2017			
2018	56	19	7
2019	54	20	9
2021	53	20	7

Student Learning Strengths

The Panorama Connectedness survey indicates a score of 72%.

Student Math scores were maintained on the STAAR from 2019-2021.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus has persistently scored below the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Problem Statement 2 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.

Problem Statement 3 (Prioritized): Student attendance lags behind the state average. **Root Cause:** Parents do not understand and/or value the importance of regular school attendance.

Problem Statement 4 (Prioritized): T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments. **Root Cause:** Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.

Problem Statement 5 (Prioritized): Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause:** Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to

student outcomes.

School Processes & Programs

School Processes & Programs Summary

Blackshear Elementary works with the Human Resources Department to hire Highly Qualified individuals for our positions. 27 out of 29 classroom teachers are highly qualified. We utilize TalentEd, lists provided by Human Resources from job fairs and other recruitment events.

Blackshear promotes positive working relationships where teachers feel supported and where we hold each other to a high standard.

Blackshear Elementary uses the Ector County Independent School District curriculum to provide instruction in all core content areas. Students participate in Short-Cycle assessments designed by the district/TRS to monitor student progress, teachers disseminate this data to modify their instruction to meet the needs of all students. Students participate in MAP assessments three times per school year to measure growth. Teachers use this data to adjust their instruction. We also uses the approved computer programs to monitor student progress and provide intervention if necessary. Teachers use the instructional models provided by the district for Guided Reading, Guided Math, etc.

Blackshear meets weekly 1-2 times in PLC's for instructional planning, PD, and data analysis. The DDI process is the focus for all PLCs.

Teachers have an intervention/RTI time designed into their day to provide small group instruction where needed.

CIT was elected and meets on a monthly basis to implement site based decision making.

PTA will be elected in August 2021 and will meet monthly to plan out what students need to be successful in their learning.

School Processes & Programs Strengths

Curriculum and Instruction:

Opportunity Culture began in 2020 at Blackshear Magnet. MCLs lead teachers in their instructional planning, data analysis and lesson delivery. MCLs provide coaching and model lessons as needed.

The district's curriculum will be followed with fidelity.

Assessments are created by the district and are all TEKS and STAAR aligned to meet the needs of students.

School Context and Organization:

School routines and procedures are clear and efficient providing a safe and secure environment for students, parents, teachers.

Our Magnet program is a draw to the community with 112 students served with some on the wait list.

CIT, Leadership team, and Dual Language team all meet on a regular basis to create and monitor campus goals. Use of staff development days allow for the following vertical teams: ELAR/SLAR, Writing, Science, and Math.

Recruit/Support/Retain:

Blackshear Elementary Magnet
Generated by Plan4Learning.com

Blackshear Magnet will begin the 2021-22 school year with 27 of 29 teaching staff being fully certified. 8 bilingual teachers 21 monolingual teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A large applicant pool of teachers does not exist in ECISD. **Root Cause:** The high cost of living and oil industry in Odessa has limited applicant pool.

Problem Statement 2 (Prioritized): Teacher's receive training with no follow up training during the year to ensure success. **Root Cause:** Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation

Problem Statement 3 (Prioritized): Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause:** Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.

Problem Statement 4 (Prioritized): The campus has persistently scored below the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Problem Statement 5 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.

Problem Statement 6 (Prioritized): T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments. **Root Cause:** Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.

Perceptions

Perceptions Summary

Blackshear has an average student number of 680 students, 29 Classroom teachers, 1 Fine Arts teacher, 1 Physical Education teacher, and an aide, and 2 Special Education teachers. We have four to five classrooms per grade level with one or two being bilingual at every level. We house 2 GT teachers, a counselor, a media specialist and a Dyslexia Interventionist. One Reading Coach also serve our K-2nd grade students.

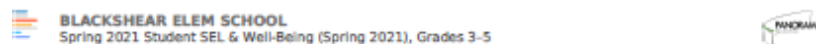
School Survey for Parents 2020;

Perceptions of School Activities and Engagement - 65%

Safety - 71%

Relationships - 68%

Expectations - 70%





Summary

Topic Description	Results	Comparison
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	67% ▲ 11 since last survey	57% ELEMENTARY 57% ECTOR COUNTY ISD
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	71% ▲ 6 since last survey	68% ELEMENTARY 68% ECTOR COUNTY ISD
Social Awareness How well students consider the perspectives of others and empathize with them.	73% ▲ 10 since last survey	68% ELEMENTARY 68% ECTOR COUNTY ISD
Supportive Relationships	88% ▲ 3 since last survey	87% ELEMENTARY 87% ECTOR COUNTY ISD

327 responses

The Panorama student survey results indicate that we need to work on instilling the GROWTH MINDSET in our students.

Perceptions Strengths

 **BLACKSHEAR ELEM SCHOOL**
Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5 

Summary

Topic Description	Results	Comparison
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	67% ▲ 11 since last survey	57% ELEMENTARY 57% ECTOR COUNTY ISD
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Supportive Relationships	88% ▲ 3 since last survey	87% ELEMENTARY 87% ECTOR COUNTY ISD

327 responses

Our Panorama students surveys reveal that students feel that they are supported by teachers or staff members who work to create positive and supportive relationships.

Priority Problem Statements

Problem Statement 4: The campus has persistently scored below the state target in the area of student achievement.

Root Cause 4: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Problem Statement 4 Areas: Student Achievement - Student Learning - School Processes & Programs

Problem Statement 5: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas.

Root Cause 5: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.

Problem Statement 5 Areas: Student Achievement - Student Learning - School Processes & Programs

Problem Statement 6: A large applicant pool of teachers does not exist in ECISD.

Root Cause 6: The high cost of living and oil industry in Odessa has limited applicant pool.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention - School Processes & Programs

Problem Statement 7: Teacher's receive training with no follow up training during the year to ensure success.

Root Cause 7: Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Processes & Programs

Problem Statement 8: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement.

Root Cause 8: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.

Problem Statement 8 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Problem Statement 10: Student attendance lags behind the state average.

Root Cause 10: Parents do not understand and/or value the importance of regular school attendance.

Problem Statement 10 Areas: Demographics - Demographics - Student Learning

Problem Statement 11: T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments.

Root Cause 11: Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.

Problem Statement 11 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments





- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. Blackshear will incorporate with 100% fidelity of the ECISD framework.

Performance Objective 1: Student attendance will increase from 93.5% in 2020 to 94.5% in 2021.

Evaluation Data Sources: Attendance final year report for 2021-2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Blackshear Elementary School will provide incentives for perfect attendance goals met monthly and every 9 weeks in an effort to improve attendance to 94.5 %</p> <p>Strategy's Expected Result/Impact: Attendance Rate of 94.5%</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Teachers, Counselor, Administrators and Parents</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Demographics 1 - Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student attendance lags behind the state average. Root Cause: Parents do not understand and/or value the importance of regular school attendance.</p>
Student Learning
<p>Problem Statement 3: Student attendance lags behind the state average. Root Cause: Parents do not understand and/or value the importance of regular school attendance.</p>

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. Blackshear will incorporate with 100% fidelity of the ECISD framework.

Performance Objective 2: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Lesson Plans, Walk Throughs, Student Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize LLI intervention kits for K-3 grade. K-5th grade will utilize Imagine Learning and Istation 60 minutes a week per program.</p> <p>Strategy's Expected Result/Impact: Improvement in Student Growth</p> <p>Staff Responsible for Monitoring: Leadership Team, MCLs, Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. Blackshear will incorporate with 100% fidelity of the ECISD framework.

Performance Objective 3: BME will utilize the DDI process as a data structure to inform processes.

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments,

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs for 2nd - 5th grade will meet weekly with their team and principal to review data, lesson plans, create a plan of action, and discuss follow through. Principals will meet weekly with K and 1 where no MCL representative exists.</p> <p>Strategy's Expected Result/Impact: Improvement in identified areas of need.</p> <p>Staff Responsible for Monitoring: MCLs, Principals, Teachers</p> <p>Title I Schoolwide Elements: 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 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 4 - Student Learning 1, 2, 5 - School Processes & Programs 3, 4, 5 - Curriculum, Instruction, and Assessment 4</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: The campus has persistently scored below the state target in the area of student achievement. Root Cause: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.</p>
<p>Problem Statement 2: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. Root Cause: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.</p>
<p>Problem Statement 5: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. Root Cause: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.</p>
School Processes & Programs
<p>Problem Statement 3: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. Root Cause: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.</p>
<p>Problem Statement 4: The campus has persistently scored below the state target in the area of student achievement. Root Cause: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.</p>
<p>Problem Statement 5: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. Root Cause: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.</p>

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. Blackshear will incorporate with 100% fidelity of the ECISD framework.

Performance Objective 4: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive and feel connected to the school.

Evaluation Data Sources: Character Ed Lessons by Counselor 3 times month for K-5th; Lower Referral Numbers, 7 Mindsets





Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will engage in professional learning about SEL research and practice. Monitor behavior referrals and recurring behavior referrals from said students.</p> <p>Strategy's Expected Result/Impact: Awareness of SEL research and practice. Assistance for teachers and students with recurring behavior issues.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. Blackshear will incorporate with 100% fidelity of the ECISD framework.

Performance Objective 5: Blackshear will provide a safe and supportive learning environment.

Evaluation Data Sources: Implement CHAMPS, Staff/Student/Parent Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will complete required Safe School's training, Trauma, SEL, Bullying Awareness, CHAMPS and Sexual Harassment training.</p> <p>Strategy's Expected Result/Impact: Safe and supportive environment</p> <p>Staff Responsible for Monitoring: Principals and Leadership Team</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be trained on CHAMPS and will utilize training in classrooms and throughout the building.</p> <p>Strategy's Expected Result/Impact: Safe and Supportive Environment</p> <p>Staff Responsible for Monitoring: Teachers and Principals</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators will model Relay School wide routines and procedures and provide coaching.</p> <p>Strategy's Expected Result/Impact: Safe and Supportive Learning environment where student needs are kept at the forefront.</p> <p>Staff Responsible for Monitoring: Principals and Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Survey data will be collected two times a year to monitor the safety of the school and the learning environment.</p> <p>Strategy's Expected Result/Impact: Safe and supportive learning environment.</p> <p>Staff Responsible for Monitoring: Leadership Team and Teachers</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Invest in furniture to allow for social distancing and easy reconfiguration.</p> <p>Strategy's Expected Result/Impact: Safe and supportive learning environment with furniture that is mobile as needed.</p> <p>Staff Responsible for Monitoring: FTEs</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Develop the leadership qualities within our staff to better serve our students.</p> <p>Strategy's Expected Result/Impact: Safe Supportive Learning Environment</p> <p>Staff Responsible for Monitoring: Principals MCLs</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - 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, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 100% of Blackshear teachers will be highly qualified. Blackshear will maintain 67% of our teaching staff.

Performance Objective 1: In 2021-2022, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Employee Performance Evaluations - TTESS





Staff Retention Rates

Eduphoria STRIVE

Staff Exit Survey Data

Teacher teaching trends monitored





Coaching documents utilized and reviewed

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administrators will conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week.</p> <p>Strategy's Expected Result/Impact: Improved learning time</p> <p>Staff Responsible for Monitoring: Leadership Team and Principals</p> <p>Title I Schoolwide Elements: 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</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development for math and reading to ensure teachers are equipped with needed strategies to ensure student growth.</p> <p>Strategy's Expected Result/Impact: Improved math and reading tier 1 lessons and intervention.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, MCLs</p> <p>Title I Schoolwide Elements: 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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 100% of Blackshear teachers will be highly qualified. Blackshear will maintain 67% of our teaching staff.

Performance Objective 2: Blackshear's teacher retention rate will increase from 61% in 2020 to 70% (+0.6% min.) in 2021.





Evaluation Data Sources: End of Year Teacher Retention Rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Relay coaching will be implemented by Leadership Team and MCLs through the use of Observation and Coaching to identify areas of need in instruction and promote teacher growth.</p> <p>Strategy's Expected Result/Impact: Grow Highly Effective Teachers</p> <p>Staff Responsible for Monitoring: Leadership Team, MCLs, and Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 164 students out of 301 students in thirds through fifth will perform at the Meets level on the STAAR test 2022.

Performance Objective 1: 3rd grade reading "Meets" percentages will increase from 21% (2021 STAAR) to 35% as measured by the 2022 STAAR Reading assessment.

Evaluation Data Sources: MAP, Short Cycle Assessments, District Benchmarks, STAAR 2022 results

Strategy 1 Details	Reviews			
<p>Strategy 1: Blackshear will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth.</p> <p>Strategy's Expected Result/Impact: Meets from 21% to 26%</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, Principals</p> <p>Title I Schoolwide Elements: 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</p> <p>Problem Statements: Student Achievement 1, 2, 4 - Student Learning 1, 2, 5 - School Processes & Programs 2, 3, 4, 5 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3, 4</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The campus has persistently scored below the state target in the area of student achievement. Root Cause: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.</p>
<p>Problem Statement 2: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. Root Cause: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.</p>
<p>Problem Statement 5: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. Root Cause: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.</p>
School Processes & Programs
<p>Problem Statement 2: Teacher's receive training with no follow up training during the year to ensure success. Root Cause: Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation</p>
<p>Problem Statement 3: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. Root Cause: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.</p>
<p>Problem Statement 4: The campus has persistently scored below the state target in the area of student achievement. Root Cause: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.</p>





School Processes & Programs

Problem Statement 5: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 164 students out of 301 students in thirds through fifth will perform at the Meets level on the STAAR test 2022.

Performance Objective 2: 3rd grade math "Meets" percentages will increase from 14% Meets (2021 STAAR) to 40% as measured by the 2022 STAAR Math assessment.





Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, STAAR 2021 results

Strategy 1 Details	Reviews			
Strategy 1: Blackshear will follow district curriculum, scope and sequence and Number Talks to ensure student growth. Strategy's Expected Result/Impact: Meets from 14% to 19% Staff Responsible for Monitoring: Teachers, MCLs and Principals Title I Schoolwide Elements: 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	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 164 students out of 301 students in thirds through fifth will perform at the Meets level on the STAAR test 2022.

Performance Objective 3: The percentage of students that Met Standard on all subjects/grades tested will increase from 20% (2021 STAAR) to 40% as measured by the 2022 STAAR assessment.





Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Blackshear will follow district curriculum, scope and sequence, balanced literacy and Number Talks to ensure student success.</p> <p>Strategy's Expected Result/Impact: Meets for all subjects/grades will rise from 20% to 25%</p> <p>Staff Responsible for Monitoring: Principals, MCLs and Teachers</p> <p>Title I Schoolwide Elements: 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</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 164 students out of 301 students in thirds through fifth will perform at the Meets level on the STAAR test 2022.

Performance Objective 4: The percentage of students meeting or exceeding the growth target will increase from 40% (2022 STAAR) to 50% as measured by the 2022 STAAR assessment.





Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Blackshear will follow district curriculum, literacy block and Number Talks to ensure student growth. Strategy's Expected Result/Impact: Meeting or Exceeding growth from 72% to 75% Staff Responsible for Monitoring: MCLs, Principals and Teachers Title I Schoolwide Elements: 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	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 164 students out of 301 students in thirds through fifth will perform at the Meets level on the STAAR test 2022.

Performance Objective 5: The percentage of students reading on grade level in grades K-2 will increase to 50% on the MAP assessment.

Evaluation Data Sources: MAP Growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Blackshear will follow district curriculum and literacy blocks to ensure student success</p> <p>Strategy's Expected Result/Impact: 12-16 point increase in BOY to EOY MAP</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, and Principals</p> <p>Title I Schoolwide Elements: 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</p> <p>Problem Statements: Student Achievement 1, 2, 4 - Student Learning 1, 2, 5 - School Processes & Programs 3, 4, 5 - Curriculum, Instruction, and Assessment 4</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: The campus has persistently scored below the state target in the area of student achievement. Root Cause: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.</p>
<p>Problem Statement 2: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. Root Cause: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.</p>
<p>Problem Statement 5: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. Root Cause: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.</p>
School Processes & Programs
<p>Problem Statement 3: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. Root Cause: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.</p>
<p>Problem Statement 4: The campus has persistently scored below the state target in the area of student achievement. Root Cause: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.</p>
<p>Problem Statement 5: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. Root Cause: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.</p>