

# **Ector County Independent School District**

## **Pease Elementary**

### **2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

Revised/Approved: August 5, 2022

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### 'Get Your Lead On' conference

##### Problem Statement

Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high across the grade levels (K-2nd). NWEA MAP- ELAR- K-68.55%, 1st- 53.10%, 2nd- 34%.

##### Root Cause

The lack of quality Tier 1 ELAR instruction is not personalized to meet student academic needs when on grade level or above grade level. Teachers need to improve instruction by making it rigorous.

##### Justification

We no longer have a campus Instructional Coach. Teachers are not providing rigorous enough instruction to push students to their potential for growth. In order for the leadership team to support rigorous learning across the campus, administrators need to be knowledgeable in providing teacher instructional support. This conference will support and increase coaching knowledge.

### Parent AVID Binders

##### Problem Statement

Lack of adequate parent and community member involvement.

##### Root Cause

The campus PTA was previously disbanded six years ago. Parents do not understand the importance of parent/school partnerships.

##### Justification

Daily take home binders will increase communication between home and school and support AVID strategies. Teachers will communicate through student planners within the binders daily.

# Demographics

## Demographics Summary

Pease Elementary is a large, Title I, neighborhood public school that served a student population of 557 students in grades PK-2nd. Pease was previously a K-5 campus that was reconstituted, along with Noel Elementary, during the 2018 school year. Pease now serves both neighborhood and Noel's PK-2 students. In the past three years, Pease has shifted its focus to providing strong foundational skills to promote lifelong learning.

Here is the breakdown of the campus:

PEIMS Attendance rates dropped from 92.97% in 2020-2021 to 90.54% in 2021-2022.

During the 2021-2022 school year, we had 557 students enrolled. Of those 557 enrolled, 396 fell under the category of low socio-economic for a total of 71.09%.

Out of a total of 557 students, 165 of those students are English Language learners, making up 29.62% of our entire population. We had 48 total special education students comprising 8.62% of our population.

Staff retention rate improved from 62.07% in 2020-2021 to 68.42% in 2021-2022.

We showed an increase in student mobility from 17.32% in 2020-2021 to 20.27% in 2021-2022.

In 2021-2022, Pease staff exhibited a range of experience, but still a considerably under experienced staff. The majority of the staff, at 39%, have one to five years experience. 31.9% of the staff has between eleven and twenty years. And 21.6% have between six and ten years experience. Only 3.5% of the staff had over twenty years experience and 3.5% were first year teachers.

The campus staff is comprised of the Leadership Team- principal, assistant principal, and Multi-classroom Leader (MCL); The office staff is composed of the secretary and attendance clerk. There are 25 classroom teachers- (PK-2nd grade). For special areas, we have a librarian, coach, and music teacher. For the 2022-2023 school year, Pease will be utilizing one a flex paraprofessional to run the Cal Ripken Foundation STEM lab. We have 10 support staff members.

Pease became an Opportunity Culture campus in 2021-2022. For the 2022-2023 school year, Pease will have one bilingual MCL, a Master Team Reach Teacher, a UTPB Teacher Resident, a Reach Associate, and a Team Reach Teacher (TRT).

After receiving the Raise Your Hand Texas grant, Pease became a Blended Learning campus in the fall of 2021. Shifting the focus to personalized learning has increased median student growth in ELAR and Math. Although the campus is meeting and exceeding the Indicators of Success measure in Math across all grade levels, only Kindergarten was able to meet the Indicator of Success measure in ELAR.

The Pease PTA was officially re-established as an organization in July of 2022. The campus has worked to promote parent-teacher engagement through Title 1 initiatives, School/Home Connections through Literacy activities, Meet the Teacher, Family Nights, Academic Nights, Parent-Principal meetings, etc.

## Demographics Strengths

Pease effectively utilizes Positive Behavior Intervention & Supports (PBIS) campus-wide in order to handle problem behaviors and disciplines. This results in few discipline referrals. There were no discipline referrals for the 2021-2022 school year.

Pease has a very low retention rate and works to push students to grade level.

2021 - 2022		
Retained	Fall Enrollment	Retention Rate
2	137	1.46%
3	156	1.92%
2	164	1.22%

Academically, Pease Math instruction is strong. For the past two years, Pease has met and exceeded growth projections.

The bilingual classrooms outperform the monolingual classrooms.

see addendum for NWEA MAP ELAR results.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There is a lack of parental involvement to support foundational academics. **Root Cause:** We have a large population of students who have very young parents. There is a lack of knowledge about the importance of foundational academics and the correlation between parent involvement and academic success.

**Problem Statement 2 (Prioritized):** Student attendance did not meet the Indicator of Success measure for the 2021-2022 school year. The goal for 2022 was 94.5%. Student attendance was 90.5%. **Root Cause:** There is a lack of adequate parent and community member involvement with our campus. Due to the pandemic, the number of students who were sick increased.

**Problem Statement 3 (Prioritized):** Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st & 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. **Root Cause:** In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.

**Problem Statement 4 (Prioritized):** Although PK Bilingual demonstrated adequate progress on the CLI EOY, monolingual PK classes did not achieve adequate growth. **Root Cause:** There were 35 students in each monolingual PK class for the first semester of the 2021-2022 school year. Teachers did not provide quality Tier 1 instruction in monolingual.

# Student Learning

## Student Learning Summary

Through PLCs and grade level planning, leaders and teachers held Data Driven Instruction meetings using data from common assessments, classroom assessments, Istation, Imagine Math, LLI (Leveled Literacy Intervention), CLI and MAP to respond to the needs of students. Interventions were held daily in the classroom via small group using Leveled Literacy Intervention (LLI) or online virtual high impact tutoring for 60 minutes, five days per week. In the spring, 2nd grade students would alternate tutoring time between practiced math concepts or reading concepts. The leadership team also participated in small, focused instruction for students identified in a super sub population consisting of students identified- Eco. Dis., homeless, foster, military family, or highly mobile.

In 2020-2021, 69.3% of all students met/exceeded their RIT growth in Math. In 2021-2022, 72.7% of all students met/exceeded in Math.

In 2020-2021, 42.3% of all students met/exceeded their RIT growth in Reading. In 2021-2022, 46.5% of all students met/exceeded in Reading.

Kindergarten	Reading/ELA		
	Total Students	RIT Score	Fall to Spring projected Growth Met
<b>PEASE ELEMENTARY SCHOOL</b>	<b>145</b>	<b>158.67</b>	<b>68.55%</b>
Economic Disadvantage	96	157.74	70.73%
Black/African American	1	135	0.00%
Hispanic	122	159.39	67.93%
Native Hawaiian/Pacific Islander	1	161	100.00%
Two or More Races	3	144	50.00%
White	18	157.39	78.57%
Gifted Talented	1	152	0.00%
Currently Emergent Bilingual	56	162.5	62.50%
Special Ed Indicator	4	142.75	0.00%

Kindergarten	Mathematics		
	Total Students	RIT Score	Fall to Spring Projected Growth Met

<b>PEASE ELEMENTARY SCHOOL</b>	<b>144</b>	<b>162.65</b>	<b>87.40%</b>
Economic Disadvantage	95	162.37	86.75%
Black/African American	1	132	0.00%
Hispanic	121	163.37	88.89%
Native Hawaiian/Pacific Islander	1	175	100.00%
Two or More Races	3	152.67	66.67%
White	18	160.44	85.72%
Gifted Talented	1	163	0.00%
Currently Emergent Bilingual	55	165.18	89.80%
Special Ed Indicator	4	148.75	50.00%

68.55% of Pease Kinder students met or exceeded their RIT in Reading and 87.40% met or exceeded in Math. Kinder was fourth in the district in Reading & second in the district for MAP Math growth.

### Reading/ELA

<b>First Grade</b>	<b>Total Students</b>	<b>RIT Score</b>	<b>Fall to Spring projected Growth Met</b>
<b>PEASE ELEMENTARY SCHOOL</b>	<b>164</b>	<b>169.53</b>	<b>53.10%</b>
Economic Disadvantage	107	168.77	54.74%
Black/African American	2	160	50.00%
Hispanic	135	170.69	54.92%
Two or More Races	4	164.25	0.00%
White	23	164.48	47.37%
Gifted Talented	4	192.5	75.00%
Currently Emergent Bilingual	45	177.51	87.50%
Special Ed Indicator	15	163.6	46.15%

### Mathematics

<b>First Grade</b>	<b>Total Students</b>	<b>RIT Score</b>	<b>Fall to Spring Projected Growth Met</b>
<b>PEASE ELEMENTARY SCHOOL</b>	<b>164</b>	<b>178.29</b>	<b>78.91%</b>
Economic Disadvantage	107	178.77	81.44%
Black/African American	2	169.5	50.00%
Hispanic	135	179.31	80.65%

<b>PEASE ELEMENTARY SCHOOL</b>	<b>164</b>	<b>178.29</b>	<b>78.91%</b>
Two or More Races	4	175.5	50.00%
White	23	173.52	73.69%
Gifted Talented	4	201.5	100.00%
Currently Emergent Bilingual	45	182.07	92.68%
Special Ed Indicator	15	177	71.43%

53.10% of Pease First Grade students met or exceeded their RIT in Reading and 87.40% met or exceeded in Math. First Grade was eighth in the district in Reading & third in the district for MAP Math growth.

### Mathematics

<b>Second Grade</b>	<b>Total Students</b>	<b>RIT Score</b>	<b>Fall to Spring Projected Growth Met</b>
<b>PEASE ELEMENTARY SCHOOL</b>	<b>166</b>	<b>175.3</b>	<b>34%</b>
Economic Disadvantage	120	173.77	34%
Black/African American	4	178.75	33%
Hispanic	144	174.74	35%
Two or More Races	2	176.5	50%
White	14	179.21	36%
Gifted Talented	8	189.63	0%
Currently Emergent Bilingual	47	178.45	328%
Special Ed Indicator	28	163.21	29%

34% of Pease Second Grade students met or exceeded their RIT in Reading and 60% met or exceeded in Math. Second Grade was seventeenth in the district in Reading & fifteenth in the district for MAP Math growth.

### Student Learning Strengths

68.55% of Pease Kinder students met or exceeded their RIT in Reading and 87.40% met or exceeded in Math. Kinder was fourth in the district in Reading & second in the district for MAP Math growth.

Pease students are strong in Math across the campus. For the past two years, the campus has met and/or exceeded the Indicators of Success growth measure in Math. Pease ranked third in the district in NWEA MAP Math growth for the 2022 school year.



See addendum for NWEA MAP Math results.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st & 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. **Root Cause:** In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.

**Problem Statement 2 (Prioritized):** Although PK Bilingual demonstrated adequate progress on the CLI EOY, monolingual PK classes did not achieve adequate growth. **Root Cause:** There were 35 students in each monolingual PK class for the first semester of the 2021-2022 school year. Teachers did not provide quality Tier 1 instruction in monolingual.

**Problem Statement 3 (Prioritized):** Instructional and behavioral best practices were shared among grade level teams and not vertical teams. **Root Cause:** Teacher leaders were not utilized effectively across the campus.

**Problem Statement 4 (Prioritized):** Student attendance did not meet the Indicator of Success measure for the 2021-2022 school year. The goal for 2022 was 94.5%. Student attendance was 90.5%. **Root Cause:** There is a lack of adequate parent and community member involvement with our campus. Due to the pandemic, the number of students who were sick increased.

# School Processes & Programs

## School Processes & Programs Summary

Pease teachers participate in weekly PLC meetings where they participate in Data Driven Instruction meetings where they study grade level TEKS and develop goals and targets based on the Know and Shows. Teachers utilize the ECISD Framework to design effective lessons during grade level planning.

Students take monthly Istation assessments and results are analyzed. The MAP assessment is administered three times a year in reading (K-2nd) and math (K-2nd), and results are used to plan interventions for individual students. Teachers collaborate with the Leadership Team to form intervention groups. Students work with the teacher in small groups, participate in high impact tutoring program for reading or math, or work on enrichment activities. Students who do not respond to general interventions are referred to the Response to Intervention Committee, which is a group of teachers, support staff, and administrators who meet to develop a more intensive plan of intervention. The RtI Committee may make referrals to special programs as needed.

Delivery of instruction is monitored through walkthroughs conducted by administrators, and feedback is provided through Eduphoria, the online appraisal system. The leadership team coaches teachers by evaluating strengths and areas of improvement that are identified through walkthroughs and observations.

In 2021-2022, Pease staff exhibited a range of experience, but still a considerably under experienced staff. The majority of the staff, at 39%, have one to five years experience. 31.9% of the staff has between eleven and twenty years. And 21.6% have between six and ten years experience. Only 3.5% of the staff had over twenty years experience and 3.5% were first year teachers.

Pease is a grant recipient through the Raise Your Hand Texas organization. There are currently 12 Blended Learning pilot teachers. In year one, there were 6 Pilot teachers. By year three, the campus will be a 100% blended learning campus. Blended Learning is quality instruction where the teachers continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Pease has a partnership with Curriculum Associates who provide support and feedback. All Blended Learning teachers complete the Uteach online courses in their first year called the 'Foundations of Blended Learning'. In year two, they take the 'Advanced Blended Learning' course. The administration team has taken both of these courses as well as the 'Blended Learning Coaching' course. Pease also has a Blended Learning Coordinator that provides support, feedback, and collaborates to insure quality blended learning instruction.

Pease is in year two of the Opportunity Culture implementation. Pease became an Opportunity Culture campus in 2021-2022. For the 2022-2023 school year, Pease will have one bilingual Multi-Classroom Leader (MCL), a Master Team Reach Teacher, a UTPB Teacher Resident, a Reach Associate, and a Team Reach Teacher (TRT).

The organization operates following the PBIS (Positive Behavior Intervention System) when outlines the behavior expectations in school wide common areas. This structure continues to be implemented in the classroom through CHAMPS expectations, which outline the behavior expectations throughout the day in classroom lessons. CHAMPS is considered the Tier 1 instruction for behavior management. A Positive Binder System is implemented for Tier 2 behavior management. The Positive Binder System identifies key behavioral needs that need addressing and targets those behaviors through conference with teacher, student and parents and is monitored on a daily basis. Through motivational incentives, consistency, and positive affirmations the behavioral goals are met effectively and efficiently.

There are daily operations, routines and processes in place to ensure the effective operation of the school. We establish procedures to protect the safety and security of students and guests. Doors are kept locked throughout the day both inside and outside the building, and drop off and pickup areas are designated to minimize traffic before and after school.

Pease staff believe in the mission and vision of the campus, which is strong foundational skills for all students while meeting the needs of the whole child.

## School Processes & Programs Strengths

Staff retention rate improved from 62.07% in 2020-2021 to 68.42% in 2021-2022.

Discipline referrals reduced as the level of student engagement increased and accountability for academic and behavioral expectations were communicated and monitored.

Staff meets in PLCs weekly to study curriculum, learn strategies that challenge students, plan expert instruction, analyze assessments, and plan interventions for students.

Processes are in place to ensure the safety of students under our care.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st & 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. **Root Cause:** In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.

**Problem Statement 2 (Prioritized):** Although PK Bilingual demonstrated adequate progress on the CLI EOY, monolingual PK classes did not achieve adequate growth. **Root Cause:** There were 35 students in each monolingual PK class for the first semester of the 2021-2022 school year. Teachers did not provide quality Tier 1 instruction in monolingual.

**Problem Statement 3 (Prioritized):** Instructional and behavioral best practices were shared among grade level teams and not vertical teams. **Root Cause:** Teacher leaders were not utilized effectively across the campus.

**Problem Statement 4 (Prioritized):** The impact of the social emotional well being of staff was not as effective as intended. A drop in staff belonging was reflective of the Panorama survey in the spring. **Root Cause:** There was not adequate time for staff team building during professional development.

**Problem Statement 5:** There is a lack of parental involvement to support foundational academics. **Root Cause:** We have a large population of students who have very young parents. There is a lack of knowledge about the importance of foundational academics and the correlation between parent involvement and academic success.

**Problem Statement 6 (Prioritized):** Student attendance did not meet the Indicator of Success measure for the 2021-2022 school year. The goal for 2022 was 94.5%. Student attendance was 90.5%. **Root Cause:** There is a lack of adequate parent and community member involvement with our campus. Due to the pandemic, the number of students who were sick increased.

# Perceptions

## Perceptions Summary

Pease Elementary, a Pre Kindergarten through 2nd grade campus that fosters rigorous, innovative teaching and learning through a system of building relationships, maintaining high expectations, mutual accountability for all stakeholders while remaining consistent in the pursuit of excellence. After receiving the Raise Your Hand Texas grant, Pease became a Blended Learning campus in the fall of 2021. Our vision is to provide a high quality education with strong foundational skills to become life-long learners. After experiencing MAP growth during the previous year, the specific mission for the 2021-2022 school year was to 'Grow With Us'. The idea was to promote and create a vision of student growth, individual and professional growth among staff, and encouragement of parent involvement and support.

Parents and family are invited to be involved through parent conferences, surveys, attending Site-Based Decision Making Committee meetings, volunteering at school or helping with events.

Parent and family participation at events that included our Title 1 requirements were:

- Monthly Family/Home Connection projects
- Meet the Teacher
- Parent Conferences- Fall/Spring
- Academic Nights- Reading/Math
- Choir performances
- P.S. I Love You
- Awards Assemblies
- Family Night
- Bilingual Literacy Nights

Multiple forms of communication with parents and families in English and Spanish included-

- Campus website
- SeeSaw
- Campus Twitter and Facebook
- Letters and notes sent home with students
- Phone calls
- PK Parent Surveys
- Student Planners
- SchoolStatus

## Perceptions Strengths

Pease staff and students share in the belief of a caring, nurturing, supportive, and respectful organization that is committed to serving students and providing strong foundations.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st & 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. **Root Cause:** In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.

**Problem Statement 2 (Prioritized):** The impact of the social emotional well being of staff was not as effective as intended. A drop in staff belonging was reflective of the Panorama survey in the spring. **Root Cause:** There was not adequate time for staff team building during professional development.

# Priority Problem Statements

**Problem Statement 2:** Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st & 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%.

**Root Cause 2:** In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.

**Problem Statement 2 Areas:** Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 3:** Although PK Bilingual demonstrated adequate progress on the CLI EOY, monolingual PK classes did not achieve adequate growth.

**Root Cause 3:** There were 35 students in each monolingual PK class for the first semester of the 2021-2022 school year. Teachers did not provide quality Tier 1 instruction in monolingual.

**Problem Statement 3 Areas:** Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs

**Problem Statement 6:** Student attendance did not meet the Indicator of Success measure for the 2021-2022 school year. The goal for 2022 was 94.5%. Student attendance was 90.5%.

**Root Cause 6:** There is a lack of adequate parent and community member involvement with our campus. Due to the pandemic, the number of students who were sick increased.

**Problem Statement 6 Areas:** Student Achievement - Demographics - Student Learning - School Processes & Programs

**Problem Statement 5:** The impact of the social emotional well being of staff was not as effective as intended. A drop in staff belonging was reflective of the Panorama survey in the spring.

**Root Cause 5:** There was not adequate time for staff team building during professional development.

**Problem Statement 5 Areas:** School Culture and Climate - Staff Quality, Recruitment, and Retention - School Processes & Programs - Perceptions

**Problem Statement 4:** Instructional and behavioral best practices were shared among grade level teams and not vertical teams.

**Root Cause 4:** Teacher leaders were not utilized effectively across the campus.

**Problem Statement 4 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

# Board Goals

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

**Performance Objective 1:** 54% of all students in Grades K-2nd will meet or exceed their end of year individual growth projections based upon MAP in Reading.

**High Priority**





**HB3 Board Goal**

**Indicators of Success:**

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

**Evaluation Data Sources:** monthly istation reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use the data from several data sources (Istation, iRead, LLI, NWEA MAP results, Guided Reading, fluency folders, Espark, 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..</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCL, MTRT, Reading Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools -</p> <p><b>Problem Statements:</b> Demographics 1 - Demographics 3 - Student Achievement 2 - Student Learning 1 - School Culture and Climate 1 - School Processes &amp; Programs 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth in Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, MTRTs, Blended Learning Coordinator, Reading Coach,</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Demographics 3 - Student Achievement 2 - Student Learning 1 - School Culture and Climate 1 - School Processes &amp; Programs 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st &amp; 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. <b>Root Cause:</b> In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st &amp; 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. <b>Root Cause:</b> In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st &amp; 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. <b>Root Cause:</b> In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st &amp; 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. <b>Root Cause:</b> In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.</p>



**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving 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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, MCL, MTRT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth in Math.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCL, MTRT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Board Goal 2:** Through foundational excellence, talent development and the learning 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			
<p><b>Strategy 1:</b> 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 &amp; Shows and used to data to plan reteach and drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals</p> <p><b>Staff Responsible for Monitoring:</b> teachers, Administrators, Reading Coach, MTRT, MCL</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth in reading in Kindergarten.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, Administrators, Reading Coach, MTRT, TRT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Board Goal 2:** Through foundational excellence, talent development and the learning 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			
<p><b>Strategy 1:</b> 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 &amp; Shows and used to data to plan reteach and drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals</p> <p><b>Staff Responsible for Monitoring:</b> teachers, Administrators, Reading Coach, MTRT, MCL</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth in reading in Kindergarten.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, Administrators, Reading Coach, MTRT, TRT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Demographics 3 - Student Achievement 2 - Student Learning 1 - School Culture and Climate 1 - School Processes &amp; Programs 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st &amp; 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. <b>Root Cause:</b> In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st &amp; 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. <b>Root Cause:</b> In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st &amp; 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. <b>Root Cause:</b> In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st &amp; 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. <b>Root Cause:</b> In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.</p>

**Board Goal 2:** Through foundational excellence, talent development and the learning 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			
<p><b>Strategy 1:</b> 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 &amp; Shows and used to data to plan reteach and drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals</p> <p><b>Staff Responsible for Monitoring:</b> teachers, Administrators, Reading Coach, MTRT, MCL</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Demographics 3 - Student Achievement 2 - Student Learning 1 - School Culture and Climate 1 - School Processes &amp; Programs 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth in reading in Second Grade.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, Administrators, Reading Coach, MTRT, TRT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Demographics 3 - Student Achievement 2 - Student Learning 1 - School Culture and Climate 1 - School Processes &amp; Programs 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st &amp; 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. <b>Root Cause:</b> In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st &amp; 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. <b>Root Cause:</b> In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st &amp; 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. <b>Root Cause:</b> In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Although we demonstrated significant individual student growth in Math across the campus, the percentage of students below grade level in Reading remains too high in 1st &amp; 2nd grades. NWEA MAP- ELAR- 1st- 53.10%, 2nd- 34%. <b>Root Cause:</b> In ELAR, teachers do not have foundational knowledge of how best to implement the Science of Teaching reading and do not understand how to provide rigorous instruction.</p>





**Board Goal 3:** Through foundational excellence, talent development and the learning 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			
<p><b>Strategy 1:</b> Monthly staff team building activities will be implemented to increase staff connectiveness and a sense of belonging.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school climate and increase in teacher retention.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, committees,</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Culture and Climate 2 - School Processes &amp; Programs 4 - Staff Quality, Recruitment, and Retention 2 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Formation of various campus committees to develop teamwork and teacher voice in campus decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved moral and campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, staff, committees</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Culture and Climate 2 - School Processes &amp; Programs 4 - Staff Quality, Recruitment, and Retention 2 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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:**

### School Processes & Programs

**Problem Statement 4:** The impact of the social emotional well being of staff was not as effective as intended. A drop in staff belonging was reflective of the Panorama survey in the spring. **Root Cause:** There was not adequate time for staff team building during professional development.

### Perceptions

**Problem Statement 2:** The impact of the social emotional well being of staff was not as effective as intended. A drop in staff belonging was reflective of the Panorama survey in the spring. **Root Cause:** There was not adequate time for staff team building during professional development.







**Board Goal 3:** Through foundational excellence, talent development and the learning 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:**

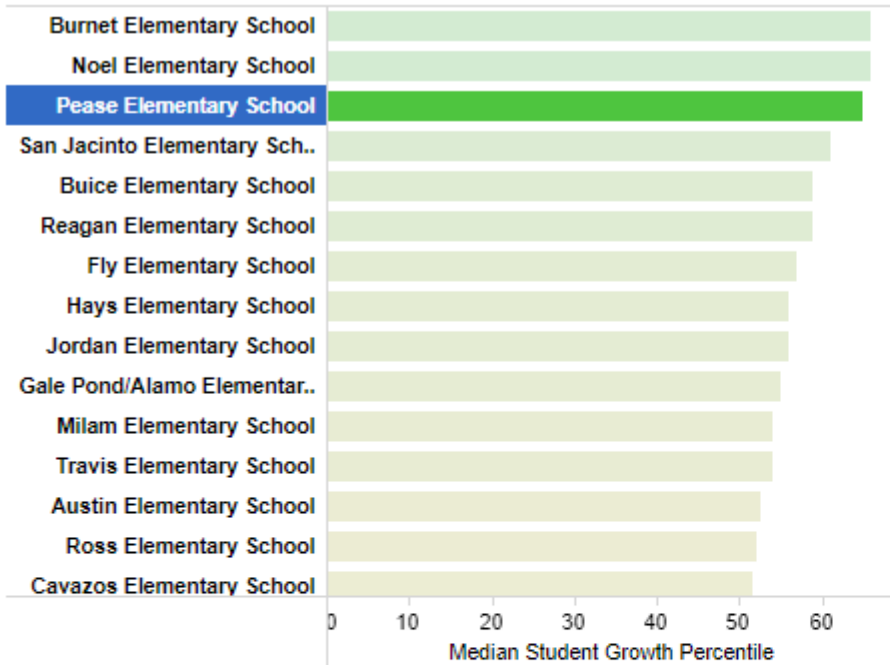
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

**Evaluation Data Sources:** AVID Coaching and Certification Instrument

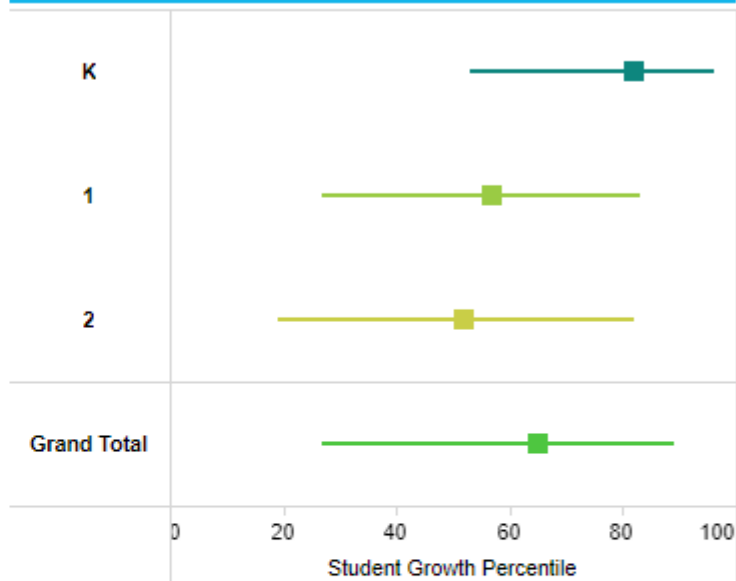
Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Insure all teaching staff are trained in AVID implementation through the ECISD AVID GROW team. <b>Strategy's Expected Result/Impact:</b> Implementation and understanding of AVID strategies <b>Staff Responsible for Monitoring:</b> Administrators, teachers, AVID Site team	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will incorporate WICOR strategies within their lessons. <b>Strategy's Expected Result/Impact:</b> Rigorous and equitable instruction <b>Staff Responsible for Monitoring:</b> AVID Site team, teachers, administrators.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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>				

# Addendums

Initial Enrolled Grade	Number of Records	Avg. Observed raw growth	Avg. Grwth Indx	Avg. Met or Exceeded Growth Goal,	Aggregate CGI	Median CGP
K	169	11.4	2.1	58.0%	0.4	65
1	185	8.4	-1.2	40.0%	-0.2	37
2	192	7.3	-1.6	38.5%	-0.3	36
Grand Total	546	9.0	-0.3	45.1%	0.0	44



Click on a School (at left) to see the Range of the Student Growth Percentiles by Grade



Click on a School Above to see Grade Level School Growth Summaries

Initial Enrolled Grade	Number of Records	Avg. Observed raw growth	Avg. Grwth Indx	Avg. Met or Exceeded Growth Goal,	Aggregate CGI	Median CGP
K	129	14.7	4.9	75.2%	1.0	82
1	153	10.8	1.2	52.9%	0.2	57
2	151	9.3	0.4	50.3%	0.1	52
Grand Total	433	11.4	2.0	58.7%	0.4	65