

Ector County Independent School District
Lyndon B. Johnson Elementary
2023-2024 Campus Improvement Plan



Mission Statement

We Find Success in Each one, Some way, Every day

Vision

At Lyndon B. Johnson, (LBJ) we strive to ensure that students utilize their heads for clearer, productive thinking; we strive to develop their hearts for a better kinder living; and we show them that their hands will be used for a greater service to the community and country.

Value Statement

One Percent Better – We believe we can improve by one percent every single day. We set goals to achieve small improvements in each lesson.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2023-2024 School Year

Total Enrollment: 520

Hispanic Students	Asian Students	Black Students	White Students	Amer Indian	Multi Racial
70%	2.31%	6.15%	20.19%	.19%	1.15%

Female Students	Male Students
251	269

GT Students	LEP Students	SPED	Speech	504	DYS	Homeless	At-Risk
61	169	51	20	4	20	16	127

Economically Disadvantaged: 66.35%

Demographics Strengths

Our students are diverse students. They come from a wide array of backgrounds. It is important to note that diversity improves cognitive skills and critical thinking skills. When populations are diverse, students have the unique opportunity to consider other perspectives and opinions. Diversity allows for divergent thinking which leads to higher level thinking and reasoning. Also, exposure to diversity helps students to transition into adulthood where diversity is a norm. Also, diversity gives the unique opportunity to learn about others and understand how others contribute to the well being of the country and even the world. Diversity drives creativity and innovation. Diversity opens a wealth of information for others. Every culture, every nationality, every single person sees the world differently. Likewise, every culture, every nationality, and person has different knowledge, perspectives, and points of views. This allows for rich learning on campus and many celebrations of achievement for all people.

Sustainability of families in the surrounding neighborhood results in a low transient rate for students within the community. Students enjoy being at this school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The attendance rate at LBJ was 92.2%. Rarely does the campus reach above 95% on weekly attendance rates. **Root Cause:** Parents do not understand the importance of attendance even though information has been provided. The consequences that are in place for truancy do not motivate families to ensure that students attend school daily.

Student Achievement

Student Achievement Summary

STAAR 2023 Results

The 3rd Grade STAAR Reading results for the 2022-2023 students from L.B. Johnson Elementary School are as follows:

Students at Approaches	Students at Meets	Students at Mastery	Students that Did Not Meet
73%	38%	8%	27%

The 4th Grade STAAR Reading results for the 2022-2023 students from L.B. Johnson Elementary School are as follows:

Students at Approaches	Students at Meets	Students at Mastery	Students that Did Not Meet
69%	32%	8%	31%

The 5th Grade STAAR Reading results for the 2022-2023 students from L.B. Johnson Elementary School are as follows:

Students at Approaches	Students at Meets	Students at Mastery	Students that Did Not Meet
68%	42%	10%	32%

The 3rd Grade STAAR Math results for the 2022-2023 students from L.B. Johnson Elementary School are as follows:

Students at Approaches	Students at Meets	Students at Mastery	Students that Did Not Meet
64%	28%	10%	36%

The 4th Grade STAAR Math results for the 2022-2023 students from L.B. Johnson Elementary School are as follows:

Students at Approaches	Students at Meets	Students at Mastery	Students that Did Not Meet
58%	28%	9%	42%

The 5th Grade STAAR Math results for the 2022-2023 students from L.B. Johnson Elementary School are as follows:

Students at Approaches	Students at Meets	Students at Mastery	Students that Did Not Meet
66%	30%	8%	34%

The 5th Grade STAAR Science results for the 2022-2023 students at L.B. Johnson Elementary School are as follows:

Students at Approaches	Students at Meets	Students at Mastery	Students that Did Not Meet
53%	19%	3%	47%

TELPAS Summary

Students in K-5th Grade designated as English Language Learners participated in the TELPAS Assessment. Below you will find the percentages of students in grades 1-5th that showed at least one years worth of growth on TELPAS.

Grade	Percentage of Students Showing At Least One Years Worth of Growth
1st	64%
2nd	60%
3rd	50%
4th	0%
5th	25%

MAP Growth 2022-2023

Grade Level	Total Students	Content Area	RTI Scores	Fall 2022 to Spring 2023 Growth Met
Kinder	81	Reading	158	75%
Kinder	81	Math	165.4	83%
1 st Grade	63	Reading	171.0	63%
1 st Grade	61	Math	183.8	80%
2 nd Grade	76	Reading	181.5	47%
2 nd Grade	74	Math	193.9	69%
3 rd Grade	76	Reading	195.7	59%
3 rd Grade	79	Math	200.8	49%
3rd Grade	75	Science	198.2	67%
4 th Grade	93	Reading	203.1	54%
4 th Grade	93	Math	200.8	57%
4th Grade	93	Science	200.6	52%
5 th Grade	82	Reading	204.4	51%

Grade Level	Total Students	Content Area	RTI Scores	Fall 2022 to Spring 2023 Growth Met
5th Grade	85	Math	209.8	57%
5th Grade	80	Science	208.0	71%

I-Station Data May Data-Students ready for the next grade-Reading

Grade	Percentage of Students Ready for the Next Grade
Kinder	58%
1st	49%
2nd	63%
3rd	47%
4th	55%
5th	50%

Student Achievement Strengths

2022-2023 Student Achievement Strengths

District Level Comparison Summary:

Overall, L.B.J. Elementary School met the district's growth goal on MAP of 50% or above on all test combined. L.B. J. Elementary School exceeded this expectation and scored 60%. L.B.J. Elementary School ranked 4th among elementary schools in regards to growth. Science MAP scores were 2nd in the district overall with regards to growth. L.B.J. Elementary School exceeded the district expectation of 50% of students showing growth. L.B.J. Elementary School showed 65% growth for science. Students at L.B. J. Elementary School exceeded the district's expectation of 50% in math. 62% of the students met their growth expectations. L.B. J. Elementary ranked 9th in regards to growth. Regarding reading, L.B. J. Elementary School exceeded the district's growth expectations. The district's expectation is 50% of students showing growth. L.B.J. Elementary School had 56% of its students showing growth of MAP Reading.

According to I-Station ISIP, the majority of our Kinder, 2nd, and 4th graders are ready for next grade level instruction.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Based on I-Station ISIP data, 51% of our incoming 2nd graders are not ready for on grade level instruction in reading. Based on I-Station ISIP data, 53% of our incoming 4th grade students struggle with fluency which is negatively effecting comprehension. **Root Cause:** In 1st grade, about 20 student's parents denied the bilingual program and entered students into ESL classes. 3rd grade teachers did not consistently utilize fluency probes on a daily basis nor were they trained on fluency instruction.

Problem Statement 2: The majority of the special education students are showing growth on MAP in all tested areas, but not showing proficiency. **Root Cause:** Teachers do utilize supplemental aides, accommodations, and manipulative tools with students, but teachers do not use them with fidelity nor do they plan out opportunities within lessons for utilization of supplemental aides, accommodations, manipulatives, and other tools that can support special education students.

Problem Statement 3: Based on preliminary STAAR writing submissions for 3rd-5th, the majority of our students have significant struggles in writing. **Root Cause:** Teachers focused more on decoding, vocabulary, and comprehension skills more than writing. There is confusion on the type of writing that is needed for STAAR. Also, students seem to not understand how to write to a prompt on target.

Problem Statement 4: Based on Science MAP scores, incoming 5th grade students are performing in the average bands. **Root Cause:** 4th grade teachers focused more on math rather than science.

Problem Statement 5: The attendance rate at LBJ was 92.2%. Rarely does the campus reach above 95% on weekly attendance rates. **Root Cause:** Parents do not understand the importance of attendance even though information has been provided. The consequences that are in place for truancy do not motivate families to ensure that students attend school daily.

Problem Statement 6: According to the Panorama Survey, students scored within the 54th percentile in the area of Perceptions of Students Physical and Psychological Safety at school. **Root Cause:** Students have been negatively impacted by several school shootings around the country.

Problem Statement 7: One teacher and a P.E. coach was cut from the campus by ECISD Human Resources. **Root Cause:** Funding and enrollment issues.

Problem Statement 8: Teachers have not engaged in utilizing Artificial Intelligence to enhance instruction in all content areas. **Root Cause:** Teachers have not been informed or trained on the benefits of utilizing Artificial Intelligence to enhance instruction.

School Culture and Climate

School Culture and Climate Summary

Students in grades 3rd-5th completed the Panorama Survey for the 2022-2023 school year. The results for the student Panorama Survey revealed:

Student SEL and Well Being

Supportive Relationships	Self-Management	Social Awareness	Self-Efficacy
	How well students manage their emotions, thoughts, and behaviors in different situations.	How well students consider the perspectives of others and empathize with them.	How much students believe they can succeed in achieving academic outcomes.
Percent Favorable: 89%	Percent Favorable: 67%	Percent Favorable: 66%	Percent Favorable: 60%

Student Supports and Environment

Rigorous Expectations	Sense of Belonging	Engagement	School Climate	Connectedness Indicator	School Safety
How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.	How much students feel that they are valued members of the school community.	How attentive and invested students are in class.	Perceptions of the overall social and learning climate of the school.		Perceptions of students physical and psychological safety at school
Percent Favorable: 79%	Percent Favorable: 63%	Percent Favorable: 59%	Percent Favorable: 57%	Percent Favorable: 63%	Percent Favorable: 56%

Staff SEL and Well Being

The staff completed the Staff SEL and Well Being of the Panorama Survey. The results of the survey revealed:

School Leadership	Professional Learning	Professional Learning about Equity	Feedback and Coaching	Well Being	Cultural Awareness and Action	Belonging
Perception of school leadership's effectiveness	Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.	Perceptions of the amount and quality of feedback faculty and staff receive.	Faculty and staff perceptions of their own professional well-being.	How well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture.	How much faculty and staff feel that they are valued members of the school community.
Percent Favorable: 74%	Percent Favorable: 73%	Percent Favorable: 73%	Percent Favorable: 70%	Percent Favorable: 57%	Percent Favorable: 40%	Percent Favorable: 84%

Teacher SEL and Well Being

Teachers completed the teacher SEL and Well Being of the Panorama Survey. The results of the survey revealed:

Feedback and Coaching	Professional Learning	School Leadership	School Climate	Professional Learning About Equity
Perceptions of the amount and quality of feedback faculty and staff receive.	Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	Perceptions of the school leadership's effectiveness.	Perceptions of the overall social and learning climate of the school.	Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.
Percent Favorable: 81%	Percent Favorable: 70%	Percent Favorable: 69%	Percent Favorable: 69%	Percent Favorable: 71%

Teacher Efficacy	Cultural Awareness and Action	Belonging	Faculty and Growth Mindset	Well Being	Professional Learning about SEL
Faculty perceptions of their professional strengths and areas for growth.	How well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture.	How much faculty and staff feel that they are valued members of the school community.	Perceptions of whether teaching can improve over time.	Faculty and staff perceptions of their own professional well-being.	Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning.
Percent Favorable: 82%	Percent Favorable: 50%	Percent Favorable: 74%	Percent Favorable: 69%	Percent Favorable: 61%	Percent Favorable: 67%

School Culture and Climate Strengths

Our school culture and climate has many strengths. We are very successful with students in 3rd and 4th grade. Our students answered positively favorable in the areas of Social Emotional Learning and Well Being. The students had a favorable response rate in the areas of:

A. Supportive Relationships

The data from the Panorama Survey also revealed that the students felt that the campus provided rigorous expectations.

In regards to the staff, the staff had favorable remarks in the areas of:

A. Belonging

B. School Leadership

C. Professional Learning

D. Professional Learning about Equity

E. Feedback and Coaching

In regards to the teachers, the teachers had favorable remarks in the areas of:

- A. Teaching Efficacy
- B. Feedback and Coaching
- C. Educating All Students
- D. Belonging
- E. Professional Learning About Equity
- F. Professional Learning

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The attendance rate at LBJ was 92.2%. Rarely does the campus reach above 95% on weekly attendance rates. **Root Cause:** Parents do not understand the importance of attendance even though information has been provided. The consequences that are in place for truancy do not motivate families to ensure that students attend school daily.

Problem Statement 2: According to the Panorama Survey, students scored within the 54th percentile in the area of Perceptions of Students Physical and Psychological Safety at school. **Root Cause:** Students have been negatively impacted by several school shootings around the country.

Problem Statement 3: One teacher and a P.E. coach was cut from the campus by ECISD Human Resources. **Root Cause:** Funding and enrollment issues.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2022-2023 school year, the staff and faculty had 4 teachers to leave LBJ. All other teachers committed to returning for the 2023-2024 school year.

A committee was formed to recruit high quality teachers and staff. The committee consisted of 3 teachers, 1 staff, and the assistant principal. The majority of the perspective candidates were required to:

- A. Have a phone screening
- B. Conduct a panel interview
- C. Conduct a model teaching lesson of 7 minutes.
- D. Provide references

Applicants were asked questions about: Small Group, Data Driven Instruction, Technology, Classroom Management, and Equity. The candidates were also asked questions about attendance and team work. During the hiring process, applicants were required to conduct a model teach lesson. Applicants were told about the realities of LBJ. Candidates were informed of the campus rating. Candidates were told that the work would be intense and tasking. References were checked and final on-boarding decisions were made. Teachers were informed of pre-service training in July and August.

Recruitment of teachers started March 2023. Campus relied on recruiting efforts done through campus mostly. Recruitment tools such as @LBJElementary Twitter and Facebook page helped. Postings were also placed on Indeed.com as well as Handshake.com.

The aides from 2022-2023 elected to remain at LBJ Elementary School. Both aides were promoted to Reach Associates for the Opportunities Culture program that will start on L.B.J. Elementary School for the 2023-2024 school year. Five teachers from the 2022-2023 school year was accepted to the Opportunities Cultures program in a teacher leadership capacity. One teacher elected to leave for another campus because it was a sure thing to go to the other campus. Teacher expressed strong desire to stay at LBJ. One MCL teacher came inbound from another campus. She will support the efforts of the new MCLs.

The campus employed three retired teachers for tutoring. All three teachers expressed interest in returning for the 2023-2024 school year. If funding is available, retired teachers will be retained on campus.

The 2023-2023 front office staff, custodians, and chef staff have elected to return to LBJ Elementary School.

Staff Quality, Recruitment, and Retention Strengths

For the 2022-2023 school year, teacher candidates were provided with questions that focused around planning, instruction, and professional expectations. There was an aggressive campaign to find teachers that were certified or in a certifying program. The campus relied on our own efforts to recruit quality teachers and staff. Candidates were required to pass an initial screener. Candidates were required to complete a panel interview. Candidates were also required to provide a model teach. Candidates also needed to have successful references. The selection committee relied on the work from Simon Sinek, "You don't hire for skills, you hire for attitude. You can always teach skills." The teachers hired must

have a "can do" attitude. The teachers also understood that they are making a commitment to students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: One teacher and a P.E. coach was cut from the campus by ECISD Human Resources. **Root Cause:** Funding and enrollment issues.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

L.B. Johnson Elementary School must utilize the below prescribed curriculum in the content areas of Reading, Math, Science, and Social Studies.

Reading	Math	Science	Social Studies
Intro To Reading Houghton Mifflin Hartcourt	Pearson Envision	StemScopes	Pearson Textbooks
LLI Kits	Lonestar Math	Legends of Learning	Discovery Education
NewsELA	Do the Math	NewsELA	Artificial Intelligence Applications
Lonestar Reading	Count Down to STAAR		Social Studies Weekly
Curriculum Associates-I-Ready	MAPS Skills		NewsELA
Lowman Consulting	Lowman Consulting		
MAP Skills	Curriculum Associates-I-Ready		
Sirius-Reading	Sirius		
AR, and MyOn	Formative Loop and Get More Math		

Teachers are required to utilize the ECISD Reading, Math, Social Studies, and Science Frameworks. Teachers have been instructed to only utilize district approved resources. Teachers are required to utilized the following models for lesson planning: Reading-HMH Lesson Plan Template, Math-ECISD Modified Lesson Plans, and for Science-5E Model Lesson Plan templates.

Teachers are required to follow the assessment calendar which is provided within the L.B. Johnson Elementary School Assessment Calendar. ELA teachers will have a monthly progress monitoring completed with the universal screener through Istation and AR program.

Teachers will be required to follow the following regime to meet the requirements of the blended learning initiative:

Product	Duration	Grade Level	When
Istation	90 minutes per week	K-5 All Students	Intervention; Workstations; Library Science; Homework
MyMathAcademy	25 minutes per day	K-2	Intervention; Workstations; Homework
Summit K-12	60 minutes per week	K-5 ELL Students	Intervention; Workstations; Library Science; Homework; ELD Time

Product	Duration	Grade Level	When
MyOn/AR	2 books or more per month	K-5 All Students	Intervention; Workstations; Library Science; Homework
Merge Cubes	Use for Hook-Weekly	K-5-Science All Students	Lesson Launch; Supplemental
Brainworks	20 minutes per day	K-5 Special Education	Intervention; Workstations; Library Science; Homework
Ren360 Assessment	Tier 1-Once Per Month Tier 2 and Tier 3-Twice per month	K-5 All Students	Intervention; Workstation
I-Ready	30 minutes per day	K-5	Intervention; Workstations

Curriculum, Instruction, and Assessment Strengths

The teachers that have remained at L.B. Johnson Elementary School are fully invested in following the district mandated curriculum. All teachers will be attending pre-service training on HMH, LLI, Do the Math, Number Talks, and Envision.

L.B. Johnson Elementary School Pre-Service Training Agenda

August 2, 2023

Day 1

Date	Time	Location	Title/Audience	Presenter	Registration Link
08/02	8:00-8:15	L.B.J. Library	Meet and Mingle/All Staff Members	MCLS and TRTs	
08/02	8:15-11:00	L.B.J. Library	Interactive Notebooking/All Core Teachers	Ms. Jennifer Smith Jochen	
08/02	11:00-11:30	L.B.J. Library	T-TESS Overview/All Teachers and Aides	Dr. Zenovia Crier	
08/02	11:30-12:45	L.B.J Library	Faculty and Staff Handbook/All Staff Members	Dr. Zenovia Crier Mr. Robert Whatley	
08/02	12:45-1:30	Lunch	All	Lunch	
08/02	1:30-4:30	Lunch	Convocation/All	ECISD	

August 3, 2023

Day 2

Date	Time	Location	Title/Audience	Presenter	Registration Link
08/03	8:30-4:30	Permian High School	Teacher University/All Teachers and Aides	ECISD	

August 4, 2023

Day 3

Date	Time	Location	Title/Audience	Presenter	Registration Link
08/04	8:30-9:30	L.B.J. Library	Data Presentations/All Teachers and Aides	Dr. Zenovia Crier	
08/04	9:30-10:30	L.B.J. Library	TLAC/All Teachers and Aides	L.B.J. MCLs and TRTs	
08/04	10:30-11:00	L.B.J. Library	CHAMPS/All Teachers and Aides/CHAMPS	Ms. R. Faulkner	
08/04	11:00-12:30	L.B.J. Library	Discipline/All Teachers and Aides	Mr. Robert Whatley	
08/04	1:15-1:45	L.B.J. Library	LiveSchool/All Teachers and Aides	Live Schools	
08/04	2:00-3:00	L.B.J. Library	Sexual Harassment/All Staff	Mr. Robert Whatley	
08/04	3:00-3:45	L.B.J. Library	All Things SPED/All Teachers and Aides	Mrs. Jennifer Hightower and Mrs. April Dominguez	
08/04	3:45-4:25	L.B.J. Library	T-TESS Overview/All Teachers and Aides	Dr. Zenovia Crier	

Day 4

August 7, 2023

Date	Time	Location	Title/Audience	Presenter	Registration Link
08/07	8:00-8:30	L.B.J. Gym	Pictures/All Staff Members	Mrs. Anna Mcmeans	
08/07	8:30-2:30	L.B.J. Library	The Science of Reading/All ELAR Teachers and Primary Teachers	Mrs. Liz Petit	
08/07	8:15-9:15	L.B.J. PLC Room	Get More Math/3 rd -5 th Math Teachers	Mrs. LeKesha Malveaux	
08/07	9:30-10:30	L.B.J. PLC Room			
08/07	10:30-11:30	L.B.J. PLC Room	Envision/Do the Math Refresher/Math and Science Teachers	Mrs. Madison Ross	
08/07	11:30-1:30	L.B.J. PLC Room	3 rd -5 th Science Teachers/Stem Scopes Refresher	ECISD Science Department	
08/07	1:30-2:30	Work in Rooms	3 rd -5 th Science and Math Teachers	All 3 rd -5 th Grade Science and Math Teachers	
08/07	2:30-3:00	L.B.J. Library	All K-2 nd Math Teachers/Formative Loop	TBD	
08/07	3:00-4:30	L.B.J. Library	T-TESS Overview/CHATGPT Lesson Plans	Dr. Zenovia Crier	
08/07	4:30-5:30	L.B.J Elementary	Meet The Teacher/All K-5 th Teachers and Staff	Campus Wide	

Day 5

August 8, 2023

Date	Time	Location	Title/Audience	Presenter	Registration Link
08/08	8:00-2:30	Classrooms	Teacher Workday/All Teachers and Aides	Teacher Workday	
08/08	2:30-3:00	L.B.J Library	Opening Day Activities/All Teachers and Aides	Mrs. Suhey Chavez	

Date	Time	Location	Title/Audience	Presenter	Registration Link
08/08	3:00-3:30	L.B.J. Library	Aligning Grading/All Core Teachers	Dr. Zenovia Crier	
08/08	3:30-3:45	L.B.J. Library	PTA Overview/All Faculty and Staff	Mrs. Janelle Bell	
08/08	3:45-4:45	Classrooms	Common Grade Level Expectations/All Teachers and Aides		

Teachers are also invested in conducting small group instruction in the areas of reading and math. Professional Development will continue in this area for all teachers and instructional support staff.

The campus has completed an Assessment Calendar for the 2023-2024 school year. Embedded within the assessment calendar includes: Universal Screener-Reading Levels, Istation Progress Monitoring, District Level Assessments, TEA Interim Assessments, Campus Common Assessments, and Writing Assessments.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Based on I-Station ISIP data, 51% of our incoming 2nd graders are not ready for on grade level instruction in reading. Based on I-Station ISIP data, 53% of our incoming 4th grade students struggle with fluency which is negatively effecting comprehension. **Root Cause:** In 1st grade, about 20 student's parents denied the bilingual program and entered students into ESL classes. 3rd grade teachers did not consistently utilize fluency probes on a daily basis nor were they trained on fluency instruction.

Problem Statement 2: The majority of the special education students are showing growth on MAP in all tested areas, but not showing proficiency. **Root Cause:** Teachers do utilize supplemental aides, accommodations, and manipulative tools with students, but teachers do not use them with fidelity nor do they plan out opportunities within lessons for utilization of supplemental aides, accommodations, manipulatives, and other tools that can support special education students.

Problem Statement 3: Based on preliminary STAAR writing submissions for 3rd-5th, the majority of our students have significant struggles in writing. **Root Cause:** Teachers focused more on decoding, vocabulary, and comprehension skills more than writing. There is confusion on the type of writing that is needed for STAAR. Also, students seem to not understand how to write to a prompt on target.

Problem Statement 4: Based on Science MAP scores, incoming 5th grade students are performing in the average bands. **Root Cause:** 4th grade teachers focused more on math rather than science.

Problem Statement 5: According to the Panorama Survey, students scored within the 54th percentile in the area of Perceptions of Students Physical and Psychological Safety at school. **Root Cause:** Students have been negatively impacted by several school shootings around the country.

Problem Statement 6: One teacher and a P.E. coach was cut from the campus by ECISD Human Resources. **Root Cause:** Funding and enrollment issues.

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Parent and Community Engagement

Parent and Community Engagement Summary

For the 2022-2023 school year, L.B. Johnson Elementary School has an functioning Parent Teacher Association-P.T.A. The P.T.A. has acting board members and approximately 53 active members. The P.T.A. is currently working as a bridge between the campus and the community. Our P.T.A. has been working to secure community partnerships. The campus faculty and staff have worked to secure community partnerships as well. Currently, the Atmos Energy has donated funding in the area of science.

Social media has played a positive part in which the parents and communities can be appraised of all upcoming events. Parents and the community can find relevant information through:

@LBJElementary (Twitter)

L.B. Johnson Elementary School Facebook

L.B. Johnson Elementary School Web page

School Status

Knightly News

Announcements are updated daily on all social media platforms.

Our attendance clerk will also have a duty of being a parent liaison. She will ensure that all parent complaints or concerns are properly routed to administration within 24 hours. Administration will ensure that parent concerns are addressed within 48 hours. All parents will have access to the Principal and Assistant Principal's email. A direct weblink to administration will be created on our social media platform.

Our campus webpage will be updated with information that will keep our parents "In The Know." A digital announcement panel will be placed in the main foyer.

Parent and Community Engagement Strengths

It is refreshing to see that parents want to be active on the campus. The parents are onboard with most of the initiatives on campus. They have become a powerful advocate when it comes to student achievement and safety. Parents have voiced their concerns and our campus is open to new ideas. A calendar of events have been created.

Many parents have expressed that they are happy about the many updates provided from the campus. We will continue to keep parents in the know.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The attendance rate at LBJ was 92.2%. Rarely does the campus reach above 95% on weekly attendance rates. **Root Cause:** Parents do not understand the importance of attendance even though information has been provided. The consequences that are in place for truancy do not motivate families to ensure that students attend school daily.

Problem Statement 2: According to the Panorama Survey, students scored within the 54th percentile in the area of Perceptions of Students Physical and Psychological Safety at school. **Root Cause:** Students have been negatively impacted by several school shootings around the country.

School Context and Organization

School Context and Organization Summary

For the 2022-2023 school year, L.B. Johnson Elementary School was provided with support from the district in the areas of: Reading, Math, and Science. We were provided curriculum specialists that worked with the campus every two weeks. The reading and science support were consistent. The math support from Curriculum and Instruction was inconsistent. The campus also was provided with an instructionally sound EDL, Mrs. Erin Bueno. Ms. Bueno was extremely supportive and helpful.

The campus was provided support through the special education department; however, this support was inadequate to the needs of the campus. The special education team members engaged in contacting advocates and disclosing personal information regarding students to advocates so that advocates can contact parents.

For the 2023-2024 school year, L.B. Johnson Elementary School has requested more support in the areas of Reading and Math. For the 2023-2024 school year, L.B. Johnson Elementary School has requested adequate support for special education students onboard the campus.

For the 2023-2024 school year, the campus has requested training in: Science of Reading and Interactive Notebooking and Note Taking. The campus is also seeking consultancy for 2nd year teachers for coaching and developing. The campus is seeking support for training in Reading Strategies and graphic organizers provided by InBetweenLattes for 3rd-5th grade.

Teachers will utilize the same non-negotiable items from the 2022-2023 school year. Remaining teachers will continue to build on these set non-negotiable items. New teachers will start immediately on the non-negotiable items. An additional curriculum and instruction playbook has been adopted for the campus.

TEACHER EXPECTATIONS-Non-Negotiable

- **Instructional time** is sacred; every day is a day for teaching and learning.
- **Punctuality:** Arrive on time daily; Pick up and drop off students on time.
- **Supervision:** Students are to be supervised at all times (No students are to be left unattended).
- **Be engaged in the learning:** This means in close proximity to wherever students are learning whether standing or sitting.
- **Clean and Inviting Classrooms:** Rooms should be cleaned, organized, and prepared at the start of each instructional day. Environment checklist will be provided.
- **Reinforce Learning:** Consistently display current student work in and out of your classroom; Ensure that TEKS, Dates, and Feedback are visible on student work. **DO NOT STAPLE, TAPE OR STICK ON WALLS; UTILIZE COMMAND STRIPS OR BULLETIN BOARDS.** This helps to preserve the hallway paint and allows for easy posting.
- Be prepared and proactive for your instructional day; **BEGIN WITH THE END IN MIND.**
- **Lesson plans** must be uploaded to Eduphoria each Friday by 5:00 p.m. Teachers must check for feedback from administrator on Monday by 5:00 p.m. to make adjustments.
- **Substitute binders** must be available, updated, and maintained each six weeks. Substitute binders should include:
 - Class Rosters
 - Rules and Routines
 - School Emergency Procedures and Drills
 - Insights into Student Behavior and Past Problems
 - Health Concerns
 - Seating Charts
 - Map of the School
 - Names of Helpful Students
 - Technology Tips
 - Two Days of Work

- Split Class Roster

- **Tame Your Technology:** Silence or turn all electronic devices off during instructional times, faculty meetings, and PLC's. Do not walk the halls using cell phones or wearing a Bluetooth device. Utilize your phone for personal reasons (texting/leisure) during non-instructional time. If you have an emergency or need to contact a parent, please notify the main office and ask for coverage or wait until your next non-instructional moment (no students).
- **Mutual Respect:** Yelling, negative sarcasm/insults, or profanity towards students, parents or staff members are not permitted. Maintain the highest level of professionalism at all times.
- **Privacy:** Discussions of behavior and/or personal issues of students, parents, or other Ector County ISD personnel should not take place in open areas such as the office, lobby, or hallways.
- **Documentation:** must be current and accurate, i.e. Grade book, attendance, parent contacts, and discipline referrals.
- **Collaboration:** During PLC and Department time – **Be on time** and prepared for collaboration; Agendas and sign in sheets must be submitted from each meeting.
- **Effective Use of Personal Planning Time:** This time should be used for parent-teacher conferences, grading papers, instructional preparation, and planning. PLCs will occur once per week.
- **Maintenance of Materials and School Supplies:** Make use of and protect the materials and supplies already available on the campus.
- **Meaningful and Engaging Activities:** Work should be grade level appropriate, engaging, and aligned with curriculum and goals.
- **Hallway Transitions:** Students should be escorted and monitored by a teacher; silent and in a single line when passing through learning areas. This includes morning dismissal, to and from lunch, electives, after school dismissal and passing periods. Utilize campus one liners to redirect students.
- **Master Schedule:** Ensure that you follow the master schedules. There will not be alterations of schedules. Plan and teach and engage students according to the allotted time within the master schedules.
- **Greeting Students at the Door:** Teachers must greet each student that enters his/her doors.
- **Call or Email Parents Back Within 24 hours.** Teachers must call parents back within 24 hours. One call or email per every two weeks regarding student doing something positive.

INSTRUCTIONAL EXPECTATIONS-Non Negotiable

- **Daily Objective** - Specially written on the board stating what students will learn and master. Board configuration will be provided. Ensure that your board is updated according to the lesson plans.
- **Homework/Classwork** – Students should be assigned homework in the content area no more than two (2) times a week. Remember, digital resources can be used as a homework assignment. Homework is used as small group, reinforcement, and enrichment purposes. Classwork must be completed in class. If classwork is taken home by students, then it is considered homework.
- **Collaborative Planning** – Be present and an active participant at team meetings.
- **Student Work** - All classrooms must have a section designated for student authentic products (no worksheets). Products should be quality and up to date.
- **Student Data** – Current student data must be posted and/or readily accessible in the classroom. Student data is used to drive instruction and plan interventions. Students must also have their personnel data within their notebooks or folders. When questioned, students should be able to articulate aspects of their goals and data when prompted.
- **Notebooks and/or Binders** - Must be maintained for each respective subject. Notebooks must include dates, titles, TEKS, and feedback.
- **Word Wall/Sound Wall** – Every class should have a functional/on-going Word Wall/Sound Wall. They are created as part of the instructional process and not as decoration.
Word walls/Sound Walls must be used interactively as part of instruction.
- **Orderly Space** – All rooms must be neat and well organized daily according to the classroom setup protocol. Environment checks will be conducted on all classrooms spaces.
- **Lesson Plans** – Plans are required weekly and should be submitted in Eduphoria. Lesson plans should be submitted by 5:00 PM on Friday. **Lesson plans should also be posted by the entrance door inside the classroom.** Teacher should also have lesson plans available when conducting lessons. Teachers are to implement feedback and edit lesson plans by end of day the following Monday.
- **Print-Rich Environment** - All classrooms must be print-rich and student-friendly. Anchor charts and other visuals must be posted at eye level and reflect current concepts being taught.
- **Anchor Charts** - The purpose of an anchor chart is to anchor the teaching and learning that is happening in your classroom. Anchor charts should be reflective of the work

that you and your students are doing. Anchor charts must be at eye level and referenced during instruction by both the teacher and the student.

- **Instruction** – Lessons must be interactive, engaging, and student centered. All teachers must follow the Pacing Calendar and Ector County ISD Curriculum Documents to plan and deliver weekly sequenced lessons. Teachers will participate in “At-Bats” and other instructional protocols during weekly PLC meetings. Teachers must follow content area essential elements as outlined by department administrator/appraiser for areas such as testing, progress monitoring, guided reading, intervention, and lesson delivery.
- **Grades** - Each teacher must update grade-books weekly with the minimum grade requirement of two grades per week for their subject/grade. Each student should have a minimum of 2 grades per week in Math, 2 grades per week in ELA and 1 grade per week in either Science and/or Social Studies. Electives should keep track of grades based on class participation, projects, and performances. The activity for the grade must be indicated. **Grades must be entered by Friday. No Exceptions.** Parents must be informed of failing grades. If a student has 2 consecutive failing grades, parent and campus counselor must contact parents. Progress reports will be sent to parents every three weeks. There should be no surprises with grading as parents will be well informed of student progress. The SIR clerk will review grades weekly for compliance. **If your grades are not posted by Friday, 5:30, you will receive written documentation.** Ensure that you provide students with a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade. E, S, N, and U will be used in Kindergarten, fine arts, health, music, and PE. Numeric symbols will be used for grades 1-5.
- **Morning Routine/Do Now** – Teachers should stand at the door and greet students at threshold. Each student should complete a Do Now upon entering the classroom. Students should be aware of the routines and procedures. The Do Now should be a spiral TEK or a skill taught during intervention. Students must be able to complete the Do Now with little or no assistance. Do Now must be complete within 8 minutes.
- **Technology**- Use Elmo projector, smart computer, or other forms of technology to deliver instruction. Projector and SMART boards should be turned completely off when not in use.
- **Small Group Instruction** – Small group instruction should take place in all classes every day. During small group time, students are grouped according to need and teachers should work with them in no less than 15-minute increments on non-mastered material. The small groups should be no more than five students. Do not have one-three students at the table. The small group skill should be clearly identified within the lesson plan. The small group instruction must be different from the initial delivery mode of the TEKS. Teachers should systematically take anecdotal notes on student performance while students are at the small group area.
- **Centers/Workstations** – Each Math and Reading class should have no less than 4 centers/workstations (not including “working with teacher”). Centers/Workstations should be updated regularly and include an accountability piece. Centers/Workstations must be labeled, and models must be provided.

Organizational

Professional Learning Communities (PLCs) will be conducted once per week. PLCs will focus on Data Driven Instruction (DDI) protocol as well as backwards planning model. PLCs will also be learning PLCs. The first months of PLCs will focus on Teach Like a Champion (TLAC), and T-TESS processes and procedures.

Walkthroughs with feedback will be provided to teachers once per week. Coaching will also be provided. Additional support through HUB for Helpers will be provided to teachers in the areas of ELAR and Math. HUB for Helpers is a consulting company.

Teachers will be retrained on 7 Mindsets training. 7 Mindsteps training will start on campus Week 2. The counselor will ensure that teachers are trained on 7 Mindsteps. 7 Mindsteps will be conducted Tuesdays and Thursdays. Students will have Mindful Minutes everyday.

The campus master schedule will be strictly followed. See attached appendix for master schedule. Students will have a Reading block (120 plus minutes) and Math blocks (120 plus minutes). All students will have an intervention block (Knights of the Round Table) 30 minutes daily. The intervention block will be based on student's academic ability. All students will have 15 minutes of Social-Emotional Learning (SEL) twice per week. Students will also have alternate days for Science and Social Studies.

Students will have Special topics daily. Our Specials consists of: Physical Education, STEM Lab, Music, Library Science, and Strings. Students that struggle with reading will have two days of library science. In addition to specials, students will complete 15 minutes of recess daily.

2nd, 3rd, and 4th Grade students will receive support from a Reach Associate.

Special Education students will be serviced by the Special Education Resource teacher and a part-time aide. These students will also be serviced during small group instruction time and the Knights of the Round Table (Intervention).

Administrative Team

The administrative team will follow a coaching schedule. Each teacher and teacher's aide will be provided with coaching and development once per week. All administrators will spend 90% of their time within classrooms ensuring that effective lessons are being rendered. MCLs will facilitate PLCs and Structured Planning Time. Leadership will meet weekly to determine course of action for the following week for teacher development.

L.B. Johnson Elementary School Behavior Management Plan

The primary purpose of this discipline plan is to promote a more positive and productive atmosphere here at L.B. Johnson Elementary School while teaching students life-long decision-making skills. This plan is built on student self-reflection of behaviors that can either promote or inhibit their academic success. Through reflection of these behaviors, students can begin to choose positive behaviors more often, increasing the academic success of all students.

The plan is proactive in that it allows students to take control of their behavior. It provides students tools to assess their own academic and behavioral goals and to make decisions to better meet those goals. The plan is reactive in that it provides a consequential step process to address negative student behaviors, but it provides resources to teach students how to alter their behavior for long-term change and benefit. In this way students can begin to see intrinsic value to positive decision-making rather than merely changing behavior in the short term, hoping to avoid punishment.

This plan is aimed at empowering classroom teachers to teach all their students. It allows flexibility for the classroom teachers to choose how to best handle situations for them first, but it also allows for another adult to guide the student through the reflective decision-making process while the classroom teacher is teaching the remainder of the students in class.

Level I Violations

A Level **I** violation is behavior which disrupts the educational process or interferes with the teaching and/or learning environment. In most cases, these events will be dealt with at the classroom level by the teacher.

Teacher Interventions should include but are not limited to the following:

- Call the parent (keep a log)
- Cool off period
- Seat change
- Teacher detention
- Teacher/Student Conference (Verbal Counseling)

Level II Violations

A Level **II** Violation is behavior that seriously or repeatedly disrupts the educational process or interferes with teaching and learning. In support of the building staff who have used Level I procedures, or who have raised the action to a Level **II** concern, any or all the following intervention strategies and disciplinary actions should be used.

Teacher Interventions should include the following:

- Teacher/Student Conference (Verbal Counseling)

- Parent conference (documented)
- Teacher detention (documented)
- Referral to the Counselor
- Interventions attempted (documented)
- Documentation for RTI purposes

Level III Violations

A Level **III** violation is behavior of an aggravated or legal nature, which disrupts or interferes with the effective functioning of the school. In addition, depending upon severity or repetition, a Level III violation may be reclassified as a Level IV violation. All students sent to an administrator for a level III violation **must** have a complete referral.

Administration Interventions can include but are not limited to the following:

- Parent conference
- Mediation
- After school detention
- Suspension
- Other actions according to the Student Code of Conduct

School Context and Organization Strengths

The support provided from the district in the areas of Reading and Science has been extremely beneficial to our campus. Ms. Braddock and Ms. Harlan has been very supportive of LBJ. We plan to continue with the specialists in Reading and Science for the 2023-2024 school year. The campus EDL, Ms. Erin Bueno, has been a supportive leader for the campus. Her expertise has been invaluable. Opportunity Culture will be a major addition to the campus this year. The campus now has four MCLs, one TRT, two Reach Associates, and one Teacher Residency.

The teachers have worked to ensure that they meet their digital resource requirements with all resources provided by the district. Coaching and feedback has improved the instructional capacity of our teaching staff.

The coaching and feedback will continue for the upcoming school year.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The attendance rate at LBJ was 92.2%. Rarely does the campus reach above 95% on weekly attendance rates. **Root Cause:** Parents do not understand the importance of attendance even though information has been provided. The consequences that are in place for truancy do not motivate families to ensure that students attend school daily.

Problem Statement 2: Based on I-Station ISIP data, 51% of our incoming 2nd graders are not ready for on grade level instruction in reading. Based on I-Station ISIP data, 53% of our incoming 4th grade students struggle with fluency which is negatively effecting comprehension. **Root Cause:** In 1st grade, about 20 student's parents denied the bilingual program and entered students into ESL classes. 3rd grade teachers did not consistently utilize fluency probes on a daily basis nor were they trained on fluency instruction.

Problem Statement 3: The majority of the special education students are showing growth on MAP in all tested areas, but not showing proficiency. **Root Cause:** Teachers do utilize

supplemental aides, accommodations, and manipulative tools with students, but teachers do not use them with fidelity nor do they plan out opportunities within lessons for utilization of supplemental aides, accommodations, manipulatives, and other tools that can support special education students.

Problem Statement 4: According to the Panorama Survey, students scored within the 54th percentile in the area of Perceptions of Students Physical and Psychological Safety at school. **Root Cause:** Students have been negatively impacted by several school shootings around the country.

Problem Statement 5: One teacher and a P.E. coach was cut from the campus by ECISD Human Resources. **Root Cause:** Funding and enrollment issues.

Problem Statement 6: Teachers have not engaged in utilizing Artificial Intelligence to enhance instruction in all content areas. **Root Cause:** Teachers have not been informed or trained on the benefits of utilizing Artificial Intelligence to enhance instruction.

Technology

Technology Summary

All administrators and teachers have been provided with a laptop from the district office. Docking stations have be placed in all classrooms. 20 teachers will have iPads assigned to them this year. All classes have Promethean Boards installed. Grants have been written for smart tables for two kinder classes.

K-1st Grade students will continue with the iPads. 2nd-5th Grade students will continue with chrome books. The campus will be one to one. There are 3 3D Printers on campus. These will be placed within the science lab and stem lab.

There are various level of technology proficiency on campus. The campus will continue to work with the technology specialist on campus. L.B. Johnson Elementary School will continue to work to become a blended learning campus. All teaching staff will engage in at least one online resource, one offline resource, and teachers will pull students for targeted, gap closing skills during small group time.

The students will be required to take the required district courses that provides students with the opportunity to learn about their devices that they will be utilizing. It is a campus goal to become a Common Sense School.

The majority of the staff is onboard with learning about technology. The staff is invested in blended learning.

Technology will be utilized during workstations and intervention. Students will utilize technology in all subject areas. All testing will be online.

Social Studies teachers will engage in work around Artificial Intelligence for the upcoming school year.

Technology Strengths

Our campus is now one to one. The majority of our students are familiar with all of the digital resources and enjoy the products. L.B. Johnson Elementary School has a non-negotiable centered around digital resources. The schedule is as follows:

Product	Duration	Grade Level	When
Istation	90 minutes per week	K-5 All Students	Intervention; Workstations; Library Science; Homework
Imagine Math	60-90 minutes per week or 2 lessons	K-5 All Students	Intervention; Workstations; Homework
Summit K-12	60 minutes per week	K-5 ELL Students	Intervention; Workstations; Library Science; Homework; ELD Time

Product	Duration	Grade Level	When
MyOn	2 books or more per month	K-5 All Students	Intervention; Workstations; Library Science; Homework
Merge Cubes	Use for Hook-Weekly	K-5-Science All Students	Lesson Launch; Supplemental
Brainworks	20 minutes per day	K-5 Special Education	Intervention; Workstations; Library Science; Homework
Ren360 Assessment	Tier 1-Once Per Month Tier 2 and Tier 3-Twice per month	K-5 All Students	Intervention; Workstation
I-Ready	20 minutes per day	K-5	Intervention; Workstations

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers have not engaged in utilizing Artificial Intelligence to enhance instruction in all content areas. **Root Cause:** Teachers have not been informed or trained on the benefits of utilizing Artificial Intelligence to enhance instruction.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Board Goals

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

Performance Objective 1: The percentage of students K-5 achieving or exceeding their MATH RIT goal will increase from 62% to 67%.

High Priority





Indicators of Success:

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

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: To increase student academic performance, teachers will utilize the campus modified ECISD Math Lesson Plan Template. Teachers will follow the See It, Name It, Do It processes. Teachers will partner plan daily with their teachers utilizing Envision Curriculum Products, Formative Loop, Imagine Math, Do the Math, Get More Math-Free Pilot, Lonestar Math, and I-Ready. Strategy's Expected Result/Impact: The results of completing this strategy will ensure that students are showing growth and becoming proficient in mathematics. This will ensure that students met growth expectations on MAP and proficiency on STAAR. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, and TRT, Ms. Pamela Templin TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Formative Loop - Title One School-wide - \$3,500	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<p>Strategy 2: All math teachers will conduct guided math daily utilizing the district approved program, Do the Math which is a manipulative based program. Teachers will utilize MAP data to configure groups. Teachers will make an effort to see 3 math groups daily. Teachers will also conduct Lonestar Daily Math Do Nows with student every day of instruction. K-1 teachers will also utilize the calendar aspect of Lonestar Math. Do the Math will be observed by the administrative team for implementation fidelity.</p> <p>Strategy's Expected Result/Impact: Teachers will ensure that the 75% of all learning gaps in math are filled in. This will ensure that growth is evident on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, and TRT, Ms. Pamela Templin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p>		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
<p>Strategy 3: 100% of all math teachers will be trained on problem solving strategies. Math teachers in grades 2nd-5th will utilize CUBES strategies on a daily basis. Teachers will provide students with opportunities for open-ended word problems throughout the week. All students will complete 60 minutes of Imagine Math or 2 successful lessons per week.</p> <p>Strategy's Expected Result/Impact: Students will be able to properly analyze math word problems and apply to real life scenarios. With Imagine Math, students will be consistently filling in the learning gaps. This will ensure that students show growth on MAP and proficiency on STAAR.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, and TRT, Ms. Pamela Templin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p>		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will work to prepare lessons that include manipulatives for all lessons that can utilize manipulatives. Teachers will conduct TEKS research on which lessons can utilize manipulatives. Teachers will ensure that all special education students have manipulatives available for all lessons that can utilize manipulatives. Teachers will also prepare lessons that will include supplemental aides. Teachers will conduct TEKS research on which lessons can have a supplemental aide. Teachers will ensure that all special education students have supplemental aides daily for their lessons.</p> <p>Strategy's Expected Result/Impact: Special education students will show growth on MAP and the majority of the students will exit Do Not Meets band on STAAR to the Approaches or above band.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 2: The percentage of students K-5 achieving or exceeding their READING RIT goal will increase from 56% to 62%

High Priority





Indicators of Success:

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

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

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

Strategy 2 Details		Reviews			
<p>Strategy 2: All students will be required to participate with I-Ready Online. Students will be required to complete 25 minutes per day. Teachers will monitor students' progress and set bi-weekly goals for students. Students will also be required to complete up to 90 minutes of I-Station, depending on their Tier level each week. Students will be required to complete AR and MyOn test as outlined by the recommended number of books per week.</p> <p>Strategy's Expected Result/Impact: It is expected that students will show growth on MAP and proficiency on STAAR.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: AR and MyOn - Title One School- Improvement - \$20,000</p>		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
<p>Strategy 3: 100% of the ELA Staff will become familiar with the HMH writing components. 100% of the ELA Staff will be trained on high yield writing and grammar skills. Students will be provided a writing prompt at least every two weeks. Students will be provided with feedback on their writing. Teachers will focus on the RACE and RACER strategies.</p> <p>Strategy's Expected Result/Impact: Students will submit writing tasks on topic and logical that follows the RACE and RACER strategy. Students will score at least a 6 or above on the STAAR writing components.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will continue to utilize the HMH curriculum items. Teachers will also conduct guided reading daily. Teachers will also conduct LLI groups during the Knights of the Round Table time. Teachers will also pull small groups twice per week for students on Level 2 and Level 3 on I-Station for I-Station lessons.</p> <p>Strategy's Expected Result/Impact: Students will show growth on NWEA MAP and proficiency on STAAR reading. Significant gaps will be closed.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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

Performance Objective 3: By May of 2024, 34% of students will perform at the Meets level in 3rd-5th Math STAAR.

High Priority

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: 3rd-5th Grade students will be required to utilize: Formative Loop, Lonestar Math, Get More Math, Lowman, Countdown to STAAR, Envision, Do the Math, and I-Ready daily. Envision and I-Ready will be monitored daily by administration for fidelity checks. Targeted students will also have access to High Impact Tutoring in Math.</p> <p>Strategy's Expected Result/Impact: With High Quality Instructional Material being utilized daily, students will have numerous opportunities to interact with the TEKS and multiple opportunities to work in specific content.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

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

Performance Objective 4: By May of 2024, 42% of students will perform at the Meets level in 3rd-5th Reading STAAR.

High Priority





HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

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

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

Strategy 2 Details		Reviews			
Strategy 2: All students in grades K-5th will be monitored bi-weekly on reading growth using the universal screener. Teachers will know that the goal is for each student to show growth every two weeks. Strategy's Expected Result/Impact: Continuous progress monitoring will ensure that all students are on track to become proficient readers. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: The percentage of Kindergarten- 2nd grade students reading on grade level will increase from 58% to 63%.

High Priority

Indicators of Success:

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

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

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Guided reading will continue in grade K-2nd 5 days per week. Teachers will be required to document all guided reading lessons and groups within their lesson plans. Administration will observe these groups weekly.</p> <p>Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students will be capable of reading on grade level thus preparing them for the next grade level.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mrs. Olivia Bowers, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All K-2nd grade classes will continue with Frog Words. Teachers will conduct three assessments during the year to track progress of high frequency words. High Frequency Word recognition will be a requirement for promotional consideration.</p> <p>Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students will be capable of reading on grade level thus preparing them for the next grade level.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mrs. Olivia Bowers, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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: 68% of K-2 students will show growth on their READING MAP ASSESSMENT.





High Priority

Indicators of Success:

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

Evaluation Data Sources: MAP, I-Station

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

<p>will be capable of reading on grade level thus preparing them for the next grade level.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCL Olivia Bowers, Special Education Teachers-Ms. April Dominguez and Mrs. Jennifer Hightower</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </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 3: 63% of 3rd grade students will show growth on their READING MAP.

Indicators of Success:

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

Evaluation Data Sources: MAP, I-Station ISIP

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

<p>will also show proficiency on STAAR Reading Students will be capable of reading on grade level thus preparing them for the next grade level.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCL Jessie Young, Special Education Teachers-Ms. April Dominguez and Mrs. Jennifer Hightower</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </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 4: 43% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

High Priority





HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

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

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will engage in utilizing: Social Studies Weekly Readers in grades 1st-5th. Students will analyze and annotate these readings so that they will engage in non-fiction series. Students will also engage in one article per week from NewsELA in subjects of Reading, Science, and Social Studies.</p> <p>Strategy's Expected Result/Impact: Students will be allowed to explore more non-fictional, informational text. Students will be engaged in cross curriculum readings that will ensure that students have exposure to all types of readings. This will result in students showing more knowledge on content, thus improving reading scores.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div> </div>				

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

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

Indicators of Success:

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

Evaluation Data Sources: Observations of Avid Planners and Interactive Notebooks

Strategy 1 Details		Reviews			
Strategy 1: Students in grades 3rd-5th will utilize Avid planners for organizational purposes. Teachers will be trained on the use of Avid Planners. Strategy's Expected Result/Impact: AVID helps students become more organized by using a planner. It also encourages students to answer higher-level thinking questions and develop college-level writing skills. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, and TRT, Ms. Pamela Templin ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Avid Planners - Title One School- Improvement - \$1,300		Formative			Summative
		Oct	Jan	Mar	May
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

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

Performance Objective 2: School Connectedness panorama data will increase from 63% to 68%

Indicators of Success:

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

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will continue to engage students with 7 Mindsteps lessons at least twice per week. Teachers will also conduct Mindful Minutes at least twice per day. Strategy's Expected Result/Impact: Students will be able to engage in Social Emotional Learning that in turn will allow them to regulate self. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Counselor, Tatiana Helguera ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

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

Performance Objective 3: Student daily attendance will increase from 92.2% to 95%.





High Priority

Indicators of Success:

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

Evaluation Data Sources: School Status and Weekly attendance rates from Scott Randolph

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

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

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Dr. Zenovia Crier	Principal
Administrator	Robert Whatley	Assistant Principal
Classroom Teacher	Olivia Bowers	MCL-1
Classroom Teacher	Brooke Sparkman	MCL-1
Classroom Teacher	Madison Ross	MCL-1
Classroom Teacher	Jessie Young	MCL-1
Classroom Teacher	Pamela Templin	TRT

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Administrator	Zenovia Crier	Principal
Administrator	Robert Whatley	Assistant Principal
Parent	Janelle Bell	Parent

RTI/Student Success Team (SST)

Committee Role	Name	Position
Classroom Teacher	Phyllis Faulkner	Kinder Teacher
Classroom Teacher	Tanya Sanchez	1st Grade Teacher
Administrator	Zenovia Crier	Principal
Administrator	Robert Whatley	Assistant Principal
Classroom Teacher	Baylee Preskey	2nd Grade Teacher
Classroom Teacher	Lance Wolf	3rd Grade Teacher
Classroom Teacher	Kayla Shirley	4th Grade Teacher
Classroom Teacher	Cynthia Williams	5th Grade Teacher
Non-classroom Professional	Tatiana Helguera	Counselor

Campus Discipline Team

Committee Role	Name	Position
Administrator	Robert Whatley	Assistant Principal
Classroom Teacher	Lance Wolf	3rd Grade Teacher
Administrator	Dr. Zenovia Crier	Principal
Non-classroom Professional	Tatiana Helguera	Counselor
Classroom Teacher	Jami Gatewood	Kinder Teacher
Classroom Teacher	Deborah Molby	1st Grade Teacher
Classroom Teacher	Baylee Preskey	2nd Grade Teacher
Classroom Teacher	Julissa Garza	4th Grade Teacher

Campus Funding Summary

Title One School- Improvement					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Science of Reading Professional Development		\$0.00
1	2	2	AR and MyOn		\$20,000.00
3	1	1	Avid Planners		\$1,300.00
Sub-Total					\$21,300.00
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Formative Loop		\$3,500.00
Sub-Total					\$3,500.00