

Ector County Independent School District
G.E."Buddy" West Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Mission- To create a dedicated, determined, dependable, and disciplined learning community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Buddy West's enrollment has increased from 652 in 2022 to 680 in 2022-2023.

Economically disadvantaged population is at 82.8%

Attendance is at 91%

Demographics Strengths

Our K-5th grade classrooms meet the required student to teacher ratio.

Enrollment has increased by 28 students.

Our Hispanic students are the highest ethnic group enrolled at 86% of our population.

78% of the teaching staff hold a bachelors degree and 22% hold a Masters degree.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance is below the state average with a decline of 2-3 percent in the last 3 years. **Root Cause:** Families face other issues at home, for example meeting basic needs and at times, school attendance is not their top priority.

Student Achievement

Student Achievement Summary

MAP Growth Summary Report Attached

Kinder and 5th grade had an observed Math growth of 0.7.

1st grade through 4th grade had an observed Math growth of 0.8.

Kinder, 1st, 4th and 5th has an observed Reading growth of 0.9.

3rd grade has an observed Reading growth of 1.2.

2nd grade has an observed Reading growth of 0.7.

Student Achievement Strengths

Elar growth is evident in 3rd grade with an observed growth of 1.2.

1st grade through 4th grade is making an observed Math growth of 0.8.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The needs of all students were not being met in all classrooms in all grade levels to achieve Meets or Masters level on assessments of MAP or STAAR. **Root**

Cause: Lack of quality Tier 1 instruction and lack of fidelity to the DDI process and rigor in lessons.

School Culture and Climate

School Culture and Climate Summary

Buddy West has an average student number of 714 students with 5 teachers on each grade level, 1 fine arts teacher, 1 PE teacher and 1 PE aide, and 1 sped resource teacher with an aide. We house 3 specialized units with 1 teacher and 2 aides for each unit. We house a GT teacher, a reading coach, and a dyslexia teacher. The campus has 1 counselor, a media clerk and our classrooms consist of 4 monolingual and 2 bilingual in each grade level.

Panorama Survey results for School Connectedness on Students:

Rigorous Expectations 77%

Connectedness Indicator 62%

Sense of Belonging 62%

School Climate 56%

Engagement 58%

School Safety 55%

Panorama Survey results for Climate and Culture teachers:

School Leadership 93%

School Climate 90%

Belonging 89%

Professional Learning about Equity 85%

Professional Learning 82%

Well-being 81%

Feed-back and Coaching 74%

Cultural Awareness and Action 39%

[Comprehensive Needs Assessment](#)

[XxYy84](#)

[Demographics](#)

[XxYy84](#)

[Student Achievement](#)

[XxYy84](#)

[School Culture and Climate](#)

[XxYy84](#)

93 % — 80th–99th percentile

School Climate

90 % — 80th–99th percentile

Belonging

89 % — 80th–99th percentile

Professional Learning About Equity

85 %

Professional Learning

82 % — 80th–99th percentile

Well-being

81 % — 80th–99th percentile

Feedback and Coaching

74 % — 80th–99th percentile

Cultural Awareness and Action (Adult Focus)

39 % Explore

Free responses

[Export Responses](#)

What are the most positive aspects of working at your school?

[View 7 responses](#)

If you could change anything about working at your school, what specific changes would you make?

[View 4 responses](#)

What can school or district leaders do to better support your well-being?

[View 6 responses](#)

What has helped you most in managing work-related stress?

[View 5 responses](#)

How can school leaders better learn about, discuss, and confront barriers to creating a sense of belonging and provide opportunities for every student, family, staff member, and community member to...

View 3 responses

Which ECISD campus does your child attend?

View 4 responses

Other Topics

Additional Questions

School Culture and Climate Strengths

Buddy West participates in all Parent Involvement initiatives such as, Reading Night, Math Night, Open House and Meet The Teacher. All Title One Paren Involvement is included at our campus, such as, Parent Conferences, surveys, parent/compact agreement meetings, progress and report card meetings.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Failure to implement SEL with fidelity in all grade levels. **Root Cause:** Panorama Survey responses from students voiced the need for more teacher help, teacher understanding and attention to their SEL needs. Teachers in all grade levels failed to implement the SEL lessons with fidelity and administration team failed to monitor the implementation of the lessons.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff such as alternative certification programs (Odessa Pathways and DOI waivers). The district holds college fairs and intrastate teacher fairs. ECISD posts available positions on a variety of websites and social media. The district undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. The professional development trainings provide staff with the tools needed to intervene and enrich the learning subgroups. Retention strategies include stipends for special program areas and stipends for education beyond position requirement (Masters stipend, Sped stipend). The Opportunity Culture Program is currently implemented in most schools, which provides stipends for MCLs to lead grade levels. The district utilizes the Teacher Incentive Allotment and the National Board of Certification for staff recognition to promote and ensure retention strategies.

Buddy West students will be taught by highly qualified teachers and instructional paraprofessionals. Buddy West has 31 certified teachers, one Reading Coach, 1 PE Coach, 1 Music teacher, a special education resource teacher and 1 dyslexia teacher.

Staff Quality, Recruitment, and Retention Strengths

Buddy West retention rate is 90%.

Teachers with 0 years of experience is 5.5%, 1-5 years experience is 37%, 6-10 years of experience is 23%, 11-20 years of experience is 31% and over 20 years of experience is 3%.

Monthly lunches celebrating teacher birthdays, jean passes, positive notes to teachers, student postcards home, recognition of staff members, team building activities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Quality professional learning is needed to build K-2nd foundational skills and 3rd-5th grade skills in providing intensive intervention. **Root Cause:** There is no consistent PD that prepares teachers for intensive intervention and ECISD does not have a large hiring pool of quality teacher applicants.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research based best practices curriculum, instruction and assessment are integral components to meeting the educational needs of our students body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced with tutoring, FEV, dyslexia services, balanced literacy, guided math, Istation, Brainchild and reading services to close the achievement gap. In addition, resource allocations in the form of textbooks, flexible furniture, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, dyslexia teachers, tutors and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, Istation, and TELPAS assessments allow for early identification of need and potential targets for intervention.

MAP DATA 2022-2023

MAP Growth Summary Report Attached

Kinder grade had an observed Math growth of 0.7 with a 65% achievement percentile.

5th grade had an observed Math growth of 0.7. with a 21% achievement percentile.

1st grade had an observed Math growth of 0.8 with a 26% achievement percentile.

2nd grade had an observed Math growth of 0.8 with a 30% achievement percentile.

3rd grade had an observed Math growth of 0.8 with a 31% achievement percentile.

4th grade had an observed Math growth of 0.8 with a 30% achievement percentile.

Kinder has an observed Reading growth of 0.9 with a 21% achievement percentile in reading.

1st has an observed Reading growth of 0.9 with a 2% achievement percentile in reading.

4th has on observed Reading growth of 0.9 with a 14% achievement percentile in reading.

5th has an observed Reading growth of 0.9 with an 8% achievement percentile in reading.

3rd grade has an observed Reading growth of 1.2. with a 14% achievement percentile in reading.

2nd grade has an observed Reading growth of 0.7 with a 6% achievement percentile in reading.

Curriculum, Instruction, and Assessment Strengths

District frameworks will be followed with fidelity. We will utilize district strategies such as Know Shows and the DDI process when planning lessons. All teachers will utilize the district planning template. PLCs will occur weekly where MCLs and principals lead instructional planning, data analysis and professional learning. Teaching staff will attend district and campus professional learning.

FEV tutoring is provided for all 3rd-5th graders for math and reading to ensure gaps are closing.

A certified Reading Coach provides reading intervention for 2nd, 3rd, 4th and 5th graders identified as below grade level readers.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Buddy West's student achievement is below the state's achievement levels in any subject or grade level. **Root Cause:** There is a lack of consistent implementation of programs, resources, and coaching of teachers at Buddy West.

Parent and Community Engagement

Parent and Community Engagement Summary

Buddy West offers monthly opportunities during the school year for parents and community members to be involved in student's learning. Parent/Community engagement opportunities include Meet the Teacher and Parent Orientation in August, academic nights, awards assemblies every 9 weeks, data meetings, and student presentations (career day, All About Me day, projects). Title One Program meetings include Parent Engagement and Compact meetings, where parents are asked for their feedback.

Parent and Community Engagement Strengths

Buddy West continues to work on closing the performance gaps by increasing family and community involvement through Volunteers in Public Schools, Reading Coach, and committee involvement at the campus level. School staff, parents, families and surrounding community members will be provided with opportunities to work together to improve family and community involvement and to support academic achievement.

Buddy West will continue with Meet the Teacher Night, Parent Orientation, Parent meetings for special area activities, Parent Utility training for Title 1 school, Parent Engagement and Compact input, and leadership team will meet and set goals. We will continue with Buddy West Facebook, VIPS recruiting event, and book fairs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We have high participation during special area events but have only 10%-20% attending academic parent nights. **Root Cause:** Schedules of working parents and outside demands, for example after school sports or 2nd jobs.

School Context and Organization

School Context and Organization Summary

Buddy West will implement a set intervention time for reading and math in all classrooms in K-5th. The DDI process will be utilized to analyze Istation, MAP, SCA, and benchmark data, which will drive instructional planning and delivery. PLCs are held weekly by grade level, where teachers plan classroom instruction and delivery and analyze student data.

The AVID and SEL site teams meet monthly to discuss campus lesson planning, instructional delivery and needed professional learning to increase student engagement, rigor and achievement. Campus principals monitor lesson plans, conduct walk-throughs and provide feedback to ensure student engagement is on track.

The leadership team meets monthly to review academic data, campus programs and initiatives.

There are 2 administrators on campus, 6 MCLs- one per grade level, 33 classroom teachers, 3 special area teachers, 1 GT teacher, 1 Dyslexia teacher, 3 specialized unit teachers, 5 RAs, and 1 TR.

School Context and Organization Strengths

The leadership team ensures monitoring of school goals and analyzing data to ensure growth is happening.

PLCs ensure teachers are supported with planning, instructional delivery and analyzing of data.

The AVID and SEL site teams support teachers with AVID strategies, ensuring rigor in lessons, planning of lesson SEL roll out and adhering to scope and sequence.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Consistent AVID and SEL site teams have not been maintained, nor has professional learning been consistent for staff and site teams. **Root Cause:** A consistent and ongoing professional learning calendar for AVID and SEL does not exist.

Technology

Technology Summary

Buddy West is equipped with a Promethean board in each classroom.

All students have access to a chrome book or Ipad.

All teachers have a district distributed laptop.

Students utilize Istation Math and Reading both in school and have access at home.

Teachers utilize Istation, Classlinks, Schoology, Eduphoria, and Sirius to target instruction for students.

Technology Strengths

ECISD replaces student chromebooks and Ipads on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

Techy Tribe Ambassador teacher on campus who hosts PLCs on technology training and instructional practices using technology.

The technology specialists provides monthly assistance for teachers on campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of consistent and ongoing Digital Citizenship training and refreshers for students. **Root Cause:** Accountability is not in place for student Digital Citizen refreshers or for newly enrolled students.

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/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Behavior and Other Indicators

- Attendance data

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 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 60 to 65 %.





High Priority

Indicators of Success:

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Istation Monthly Math Growth - Students meeting Istation Goals</p> <p>Staff Responsible for Monitoring: MCLs Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD MATH Framework.</p> <p>Strategy's Expected Result/Impact: Monthly growth in Istation Students will meet Math Istation Monthly goals</p> <p>Staff Responsible for Monitoring: MCLs, Leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 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 50% to 55%.





High Priority

Indicators of Success:

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership team will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Rigor in Lessons Growth in Istation Reading</p> <p>Staff Responsible for Monitoring: MCLs and Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, 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

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Growth in Istation Reading Students meeting Istation monthly Goals</p> <p>Staff Responsible for Monitoring: MCLs and Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, 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
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Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: By May of 2024, 40% of students will perform at the Meets level in 3rd-5th Math STAAR.

High Priority





Indicators of Success:

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

Evaluation Data Sources: EOY STAAR Data

Monitor MAP and Istation Math, SCA, CBA

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership team will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Math Map Growth and mastery of math learning objectives reflected in informal observations and DBAs</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</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>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group, and adhere to the ECISD MATH Framework.</p> <p>Strategy's Expected Result/Impact: Math Map Growth and mastery of math learning objectives reflected in informal observations, CSAs and DBAs</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</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>	Formative			Summative
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Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: By May of 2024, 35% of students will perform at the Meets level in 3rd-5th Reading STAAR.





High Priority

Indicators of Success:

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

Evaluation Data Sources: STAAR data, SCA, CBA, ISTATON, AND MAP.

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Rigor in lessons, growth in Reading MAP/Istation and mastery of learning objectives seen in SCAs and DBAs</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</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>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and implement with fidelity, LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Growth in Istation, MAP reading and mastery of learning objectives in SCAs and DBAs</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</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>	Formative			Summative
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of Kindergarten- 2nd grade students reading on grade level will increase from 44% to 49%.





High Priority

Indicators of Success:

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-2 classroom teachers and the reading coach will target at risk populations and utilize LLI four times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Student's will be monitored by monthly Istation tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</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>	Formative			Summative
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 49% 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%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP, IStation, SCA, Walk-throughs, Fluency checks, running records

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs.</p> <p>Strategy's Expected Result/Impact: Students will increase MAP EOY</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Teachers, MCLs and leadership team

Title I:

2.4, 2.5, 2.6


- TEA Priorities:


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

- ESF Levers:

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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 3: 59 % of 3rd grade students will show growth on their READING MAP.





High Priority

Indicators of Success:

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Students will meet MAP growth goal Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs.</p> <p>Strategy's Expected Result/Impact: Students will increase MAP reading growth, Istation goal and show mastery of SCAs in ELAR.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</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>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: 35% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.


High Priority


Indicators of Success:


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


Evaluation Data Sources: MAP, ISTATION, SCA, CBA, walk-throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive FEV tutoring for 60 minutes a week, LLI intervention for 30 minutes a week and 60 minutes of Istation.</p> <p>Strategy's Expected Result/Impact: mastery of objectives in ELAR for SCAs, Istation growth</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</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>	Formative			Summative
	Oct	Jan	Mar	May

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue





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

Performance Objective 1: Students will utilize Avid planners to promote college readiness.

Indicators of Success:

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

Evaluation Data Sources: Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner.</p> <p>Strategy's Expected Result/Impact: Organization Two-way Communication</p> <p>Staff Responsible for Monitoring: Teacher AVID Site Team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation.</p> <p>Strategy's Expected Result/Impact: organization rigor</p> <p>Staff Responsible for Monitoring: AVID site team Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  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 62% to 67%.

Indicators of Success:

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

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The 7 Mindset SEL curriculum will be implemented daily to 15 to 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers.</p> <p>Strategy's Expected Result/Impact: Reduce Discipline Referrals Build Positive Relationships</p> <p>Staff Responsible for Monitoring: Teachers Counselor SEL Site Team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Character ED lessons will be rolled out to students two times a month 45 minutes each lesson by the counselor.</p> <p>Strategy's Expected Result/Impact: Self Regulation Positive Relationships among All</p>	Formative			Summative
	Oct	Jan	Mar	May

Problem Solving Skills

Staff Responsible for Monitoring: Teachers
Counselor

Title I:


2.6


- **TEA Priorities:**


Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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





Performance Objective 3: Student daily attendance will increase from 91.9 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: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Attendance grade level liaison will contact parents at two absences a month and document in Eduphoria on Contact form.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Attendance liaisons will hold attendance celebrations once a month for students meeting 95% attendance. Strategy's Expected Result/Impact: 95% attendance EOY rate Staff Responsible for Monitoring: Grade level attendance liaisons Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				