Ector County Independent School District

Blackshear Elementary Magnet

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

We believe that....

1. All students will make one year's growth in reading and math from the beginning of the year MAP testing in K-5.

2. Fourth and fifth graders will increase by 10% of their previous year's STAAR scores in Reading and Math.

3. Teacher's will show growth in Domains 1 and 2.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Teacher Years of Experience for EL Magnet At Blackshear for Multiple Years

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

Student Mobility Rate Report for All Campuses

	2020 - 2021			2019 - 2020			2018 - 2019			2017 - 2018			2016 - 2017			
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile St
EL Magnet At Blackshear	107	600	17.83%	112	659	17.00%	40	614	6.51%	123	650	18.92%	113	617	18.31%	137
District	4,680	30,136	15.53%	4,705	31,201	15.08%	5,098	31,199	16.34%	4,827	30,317	15.92%	4,204	29,486	14.26%	4,73

Demographics Strengths

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

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

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Demographics contribute to the lack of parental involvement in their child's education. **Root Cause:** Lack of resources, support and attitude towards education in family.

Student Learning

Student Learning Summary

EL MAGNET AT BLACKSHEAR

TEA

Grades Served K-5   **Student Enrollment Details** 683 Students Enrolled   **District** ECTOR COUNTY ISD
Address P O BOX 3912, ODESSA, TX 79760

📈 CHANGE OVER TIME

HOW WELL DID THIS SCHOOL PERFORM OVERALL?

C

74 out of 100

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

CHANGE OVER TIME

2017-18	2018-19
Improvement Required	**C**
56 out of 100	**74** out of 100

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

📈 OVERALL PERFORMANCE DETAILS

🏆 **STUDENT ACHIEVEMENT**

F

53 out of 100

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

📶 **SCHOOL PROGRESS**

C

75 out of 100

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

🌉 **CLOSING THE GAPS**

C

71 out of 100

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

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

Student Learning Strengths

The Panorama Connectedness survey indicates a score of 72%.

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

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

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

School Processes & Programs Strengths

Curriculum and Instruction:

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

The district's curriculum will be followed with fidelity.

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

School Context and Organization:

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

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

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

Recruit/Support/Retain:

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

Problem Statements Identifying School Processes & Programs Needs

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

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

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

Perceptions

Perceptions Summary

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

School Survey for Parents 2020;

Perceptions of School Activities and Engagement - 65%

Safety - 71%

Relationships - 68%

Expectations - 70%

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

PANORAMA

Summary

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

327 responses

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

Perceptions Strengths

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

Summary

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

327 responses

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A conflict exists in the belief system towards student growth and the neighborhood community. **Root Cause:** Teachers did not embrace growth mindset to support school community.

Priority Problem Statements

Problem Statement 5: The campus has persistently scored below the state target in the area of student achievement.
Root Cause 5: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas.
Root Cause 6: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: A large applicant pool of teachers does not exist in ECISD.
Root Cause 7: The high cost of living and oil industry in Odessa has limited applicant pool.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Teacher's receive training with no follow up trainings during the year to ensure success.
Root Cause 8: Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement.
Root Cause 9: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 11: A conflict exists in the belief system towards student growth and the neighborhood community.
Root Cause 11: Teachers did not embrace growth mindset to support school community.
Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

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

Goals

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Blackshear Elementary School will provide incentives for perfect attendance goals met monthly and every 9 weeks in an effort to improve attendance to 94.5 %	**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance Rate of 94.5%	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Attendance Clerk, Teachers, Counselor, Administrators and Parents				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize LLI intervention kits for K-3 grade. K-5th grade will utilize Imagine Learning and Istation 60 minutes a week per program.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improvement in Student Growth **Staff Responsible for Monitoring:** Leadership Team, MCLs, Administrators and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: MCLs for2nd - 5th grade will meet weekly with their team and principal to review data, lesson plans, create a plan of action, and discuss follow through. Principals will meet weekly with K and 1 where no MCL representative exists.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improvement in identified areas of need. **Staff Responsible for Monitoring:** MCLs, Principals, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The campus has persistently scored below the state target in the area of student achievement. **Root Cause**: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.
Problem Statement 2: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause**: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Staff will engage in professional learning about SEL research and practice. Monitor behavior referrals and recurring behavior referrals from said students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Awareness of SEL research and practice. Assistance for teachers and students with recurring behavior issues. **Staff Responsible for Monitoring:** Principals, Teachers, Counselor **Title I Schoolwide Elements:** 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: All staff will complete required Safe School's training, Trauma, SEL, Bullying Awareness, CHAMPS and Sexual Harassment training.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe and supportive environment	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals and Leadership Team				
Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will be trained on CHAMPS and will utilize training in classrooms and throughout the building.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe and Supportive Environment	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers and Principals				
Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Administrators will model Relay School wide routines and procedures and provide coaching.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe and Supportive Learning environment where student needs are kept at the forefront.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals and Teachers				
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Survey data will be collected two times a year to monitor the safety of the school and the learning environment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe and supportive learning environment.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Leadership Team and Teachers				
Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 5 Details		Reviews			
Strategy 5: Invest in furniture to allow for social distancing and easy reconfiguration.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe and supportive learning environment with furniture that is mobile as needed.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: FTEs **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture					

Strategy 6 Details		Reviews			
Strategy 6: Develop the leadership qualities within our staff to better serve our students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe Supportive Learning Environment		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals MCLs **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1					

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

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 1: A conflict exists in the belief system towards student growth and the neighborhood community. **Root Cause**: Teachers did not embrace growth mindset to support school community.

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

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

    Evaluation Data Sources: Employee Performance Evaluations - TTESS
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improved learning time				
Staff Responsible for Monitoring: Leadership Team and Principals				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development for math and reading to ensure teachers are equipped with needed strategies to ensure student growth.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improved math and reading tier 1 lessons and intervention.				
Staff Responsible for Monitoring: Principals, Teachers, MCLs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

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

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

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

    Evaluation Data Sources: End of Year Teacher Retention Rate

Strategy 1 Details	Reviews			
Strategy 1: Relay coaching will be implemented by Leadership Team and MCLs through the use of Observation and Coaching to identify areas of need in instruction and promote teacher growth.	**Formative**			**Summative**
	Oct	Jan	Mar	May

Strategy's Expected Result/Impact: Grow Highly Effective Teachers
     Staff Responsible for Monitoring: Leadership Team, MCLs, and Principals
     Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Blackshear will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Meets from 21% to 26%
     Staff Responsible for Monitoring: Teachers, MCLs, Principals
     Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
     Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 3				

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

Performance Objective 1 Problem Statements:

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

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

Performance Objective 2: 3rd grade math "Meets" percentages will increase from 14% Meets (2021 STAAR) t0 24% as measured by the 2022 STAAR Math assessment.

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

Strategy 1 Details	Reviews			
Strategy 1: Blackshear will follow district curriculum, scope and sequence and Number Talks to ensure student growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meets from 14% to 19%	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachrs, MCLs and Principals				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 3: The percentage of students that Met Standard on all subjects/grades tested will increase from 20% (2022 STAAR) to 25% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Blackshear will follow district curriculum, scope and sequence, balanced literacy and Number Talks to ensure student success.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Meets for all subjects/grades will rise from 20% to 25% **Staff Responsible for Monitoring:** Principals, MCLs and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 4: The percentage of students meeting or exceeding the growth target will increase from 72% (2022 STAAR) to 77% as measured by the 2022 STAAR assessment.

    Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Blackshear will follow district curriculum, literacy block and Number Talks to ensure student growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meeting or Exceeding growth from 72% to 75%	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: MCLs, Principals and Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

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

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

Performance Objective 5: The percentage of students reading on grade level in grades K-2 will increase 12 to 16 points from the BOY MAP to EOY MAP assessment.

    Evaluation Data Sources: MAP Growth

Strategy 1 Details	Reviews			
Strategy 1: Blackshear will follow district curriculum and literacy blocks to ensure student success	**Formative**			**Summative**
Strategy's Expected Result/Impact: 12-16 point increase in BOY to EOY MAP	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, MCLs, and Principals				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Learning 1, 2 - School Processes & Programs 3				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 5 Problem Statements:

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

Addendums