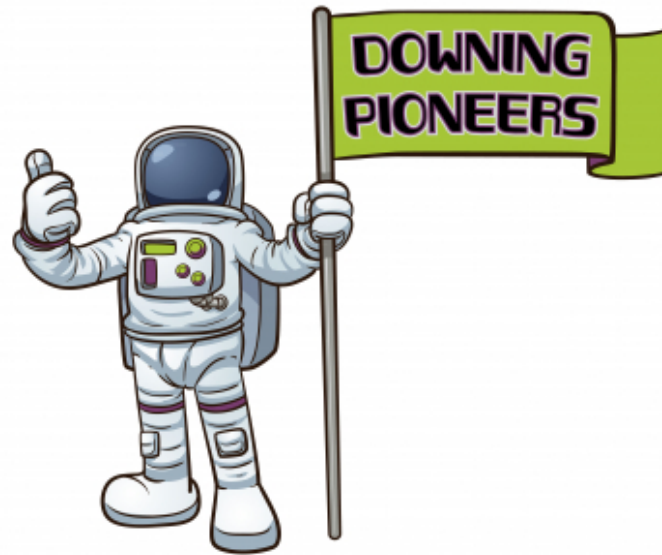


Ector County Independent School District

Edward K. Downing Elementary

2024-2025

Accountability Rating: Not Rated



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 2025 across all tested content areas.

Performance Objective 1: By May of 2025, 40 % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 20% to 35%.

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%, 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: SCAs, iReady, MAP, district Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing professional development for teachers focused on evidence-based math instruction strategies (AVID, LEAP, iReady, Blended Learning, ect.)</p> <p>Strategy's Expected Result/Impact: Increase student growth in MEETS.</p> <p>Staff Responsible for Monitoring: Administrators, MCL and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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 3: Positive School Culture, 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: Use STAAR data to identify specific areas where students are struggling from the previous year and create TEKS bins-electronically and paper based for additional support in the struggling areas for the individual student.</p> <p>Strategy's Expected Result/Impact: Using STAAR data to identify precise skill deficiencies and comprehension gaps in students, enabling targeted interventions and personalized instruction. This data-driven approach aims to improve overall reading proficiency, advancing students from "Approaches" to "Meets" and "Masters" levels on the STAAR reading assessment. Ultimately, it seeks to enhance academic outcomes and promote greater student success.</p> <p>Staff Responsible for Monitoring: All 3-5 grade teachers, Instructional Coach, MCLs, Assistant Principal and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement small group math instruction to target struggling areas from the previous STAAR assessment.</p> <p>Strategy's Expected Result/Impact: Implementing targeted small group math instruction based on identified areas of struggle from previous STAAR assessment results enhances teaching effectiveness and personalization. This approach fosters better comprehension of mathematical skills, increases student engagement, and accelerates progress for those requiring extra support. As a result, it boosts the number of students achieving "Meets" and "Masters" levels on future STAAR math assessments, showcasing substantial improvements in academic achievement and overall performance.</p> <p>Staff Responsible for Monitoring: 3-5 grade math teachers, Resource Teacher, Inclusion teacher, Instructional Coach, AP, MCL and Principal</p> <p>Title I: 2.4, 2.5, 4.2</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 3: Positive School Culture, 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 standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: By May of 2025, 70% of all 3rd, 4th, and 5th Grade students will reach Approaches on Reading, 53% of all 3rd, 4th, and 5th Grade students will reach Meets or above on Reading, and 15% of all 3rd, 4th, and 5th Grade students will reach Mastery on Reading.

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%, 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: SCAs, Benchmarks, MAP, iReady, and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement I-Ready Reading with fidelity for 3rd-5th graders to achieve 60% or above on MAP Targeted Growth by the end of the year. This will involve comprehensive training for teachers, regular progress monitoring, and targeted interventions to ensure personalized learning and academic success.</p> <p>Strategy's Expected Result/Impact: Implementing targeted small group math instruction based on identified areas of struggle from previous STAAR assessment results enhances teaching effectiveness and personalization. This approach fosters better comprehension of literary skills, increases student engagement, and accelerates progress for those requiring extra support. As a result, it boosts the number of students achieving "Meets" and "Masters" levels on future STAAR reading assessments, showcasing substantial improvements in academic achievement and overall performance.</p> <p>Staff Responsible for Monitoring: 3-5 grade reading teachers, Resource Teacher, Inclusion teacher, Instructional Coach, AP, MCL and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: EKD will contract Dr. Diana Ramirez-DMR Educational Consulting, Inc. to provide ECR writing and comprehension skills strategies covering Module 1 Literary Elements (Comprehension Skills, Vocabulary TEKS, Elements of Fiction, Author's Purpose and Craft, Response Skills-SCR) Module 2 Informational Text (Comprehension Skills, Vocabulary TEKS, Purpose, Text features, Organizational Patterns, Author's Purpose and Craft, Response Skills-SCR) Module 7 ECR Informational Writing and Module 7 ECR Argumentative/Opinion Writing (Effective introduction, Central Idea/Claim, Structure Development of Ideas, Effective Conclusion, Student Roles)</p> <p>Strategy's Expected Result/Impact: Teacher understanding of writing and comprehension skills strategies to implement during Reading instruction.</p> <p>Staff Responsible for Monitoring: Principal, MCLs, Instructional Coach, Assistant Principals and teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, 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 standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, 65% of 5th Grade students will reach Approaches on STAAR Science, 30% of the students will reach Meets, and 15% of the students will reach Mastery.

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%, 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: SCAs, MAP, district benchmarks, STAAR

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 2025 across all tested content areas.

Performance Objective 4: By May of 2025, students in grades 1st-5th Reading will reach 60% growth on targets for MAP.

High Priority

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement I-Ready Reading with fidelity for 3rd-5th graders to achieve 60% or above on MAP Targeted Growth by the end of the year. This will involve comprehensive training for teachers, regular progress monitoring, and targeted interventions to ensure personalized learning and academic success.</p> <p>Strategy's Expected Result/Impact: Implementing I-Ready Reading with fidelity among 3rd-5th graders is expected to significantly boost MAP Targeted Growth scores to 60% or above, fostering improved reading proficiency and overall academic achievement by the end of the academic year.</p> <p>Staff Responsible for Monitoring: 3-5 grade reading teachers, Resource Teacher, Inclusion teacher, Instructional Coach, AP, MCL and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	Review content area			

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 2025.

Performance Objective 1: By May of 2025, 60% of all 3rd Graders will meet their MAP Reading Targeted Growth Goal.

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%, 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: MAP interval exams

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement I-Ready Reading with fidelity for 3rd graders to achieve 60% or above on MAP Targeted Growth by the end of the year. This will involve comprehensive training for teachers, regular progress monitoring, and targeted interventions to ensure personalized learning and academic success.</p> <p>Strategy's Expected Result/Impact: Implementing I-Ready Reading with fidelity among 3rd graders is expected to significantly boost MAP Targeted Growth scores to 60% or above, fostering improved reading proficiency and overall academic achievement by the end of the academic year.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Reading Coach, MCLs, Assistant Principal and Principal</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 2: Strategic Staffing, Lever 3: Positive School Culture, 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: By May of 2025, 70% of 3rd Graders will reach Approaches on Reading, 40% of the 3rd Graders will reach Meets on Reading, and 20% of the 3rd Graders will reach Mastery on STAAR.</p> <p>Strategy's Expected Result/Impact: Implementing I-Ready Reading with fidelity among 3rd graders is expected to significantly boost MAP Targeted Growth scores to 60% or above, fostering improved reading proficiency and overall academic achievement by the end of the academic year.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Reading Coach, MCLs, Assistant Principal and Principal</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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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 2025.

Performance Objective 1: By the end of the academic year, increase student proficiency in using AVID strategies across all grades K-5th by 20%, using WICOR strategies and Note Making organizer.

High Priority





HB3 Board Goal

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: Walkthroughs, Lesson plans, PLCs

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement AVID K-5 WICOR strategies throughout all contents</p> <p>Strategy's Expected Result/Impact: Create a culture of organization and a connection to CCRS</p> <p>Staff Responsible for Monitoring: K-5 teachers, Instructional leaders, Instructional coach, MCLS</p> <p>Title I: 2.4, 2.5, 2.6</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 2: Strategic Staffing, Lever 3: Positive School Culture, 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: Lesson plans will have the AVID component within the lesson</p> <p>Strategy's Expected Result/Impact: WICOR strategies to help students write and organize</p> <p>Staff Responsible for Monitoring: all staff, teachers, IC, and APs</p> <p>Title I: 2.4, 2.5, 2.6</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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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 2025.

Performance Objective 2: 100% of K-5th grade students will utilize Avid planners to promote college readiness by creating student math, reading and attendance goals.

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%, 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: walkthroughs, spot checks of evidence through PLCs

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in 3-5 will have binders, dividers and notebook paper for all contents and utilize planners to support WICOR strategies.</p> <p>Strategy's Expected Result/Impact: WICOR strategies, increase in student data interpretation and goal setting</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principals, Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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 3: Positive School Culture, 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 plan lessons with AVID component to increase academic student growth</p> <p>Strategy's Expected Result/Impact: Teachers plan to increase student growth and growth for students will impact writing skills in their state assessments</p> <p>Staff Responsible for Monitoring: All staff, APs, IC, MCLs, teachers and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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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 2025.

Performance Objective 3: Improve EKD Elementary School PTO membership by offering incentives to classes where 60% or more parents enroll in PTO. This initiative aims to foster community engagement, strengthen school-parent partnerships, and enhance support for student success through increased parental involvement.

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%, 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: Parental engagement list of participants, attendance of parents during Title 1 meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: By December of 2024, EKD Elementary will increase its PTO membership from 10 members to 25 or more members.</p> <p>Strategy's Expected Result/Impact: By incentivizing classes with high PTO enrollment, EKD Elementary expects to cultivate stronger school-community relationships, enhance parental engagement in school activities, and ultimately enrich the educational experience and support for all students.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor, Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Parental engagement through Movie Nights and other activities during the school year.</p> <p>Strategy's Expected Result/Impact: A continuous parent/teacher relationship to support student academic growth</p> <p>Staff Responsible for Monitoring: Principal, APs and all teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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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 2025.

Performance Objective 4: By May 2025, Attendance at EKD elementary will increase from 92% to 97% for all grade levels.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will implement an incentive system to reward students throughout the 4th week, and 9th week mark. Strategy's Expected Result/Impact: Increase attendance to 97% or higher to meet state's requirement Staff Responsible for Monitoring: All teachers, attendance clerk, APs, Counselors, Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Active effort from teachers to communicate with parents and reiterate importance of attendance during 3rd and 4th 6 weeks</p> <p>Strategy's Expected Result/Impact: parent teacher communication and parental engagement, students' academically gain instruction</p> <p>Staff Responsible for Monitoring: All teachers. attendance clerk, APs, Counselors, and Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Sending home a school letter requiring parent signature when students have missed 5 days, 10 days, 15 days, 20 days etc.. The letter will include a graphic explaining the importance of school attendance.</p> <p>Strategy's Expected Result/Impact: Connectedness from campus to community</p> <p>Staff Responsible for Monitoring: All teachers. attendance clerk, APs, Counselors, and Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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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 2025.

Performance Objective 5: To enhance student success and well-being, our objective is to establish a comprehensive partnership with Communities in Schools (CIS) that supports key areas including attendance improvement, parental engagement, social-emotional support, and campus food security

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%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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: Reports and meeting notes from coordination meetings with CIS.

Purpose: Review the progress of program implementation, identify any challenges, and ensure that strategies are being executed as planned.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and apply targeted interventions for students with chronic absenteeism, such as personalized follow-ups from counselors or mentors. CIS will help call parents to monitor attendance.</p> <p>Strategy's Expected Result/Impact: Increase attendance and student academic achievement</p> <p>Staff Responsible for Monitoring: CIS coordinator, APs, Building clerk, teacher, Principal and counselors</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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 2: Strategic Staffing, Lever 3: Positive School Culture, 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: Utilize CIS resources to offer additional support, such as home visits or counseling, to address barriers to regular attendance. Provide workshops for students and parents on the importance of regular attendance and strategies to overcome common challenges</p> <p>Strategy's Expected Result/Impact: Connectedness between Campus and Community, this will impact attendance and academic achievement</p> <p>Staff Responsible for Monitoring: CIS coordinator, building clerk, APs, counselors, Principal and teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May