Ector County Independent School District

Blanton Elementary

2022-2023 Campus Improvement Plan

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: By May 2023, 75% of students, K-5th, will reach their individual RIT Growth scores in MAP Math.

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 data

Strategy 1 Details	Reviews			
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				
Strategy 2 Details	Reviews			
Strategy 2: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Coach, Leadership **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details			Reviews		
Strategy 3: Differentiated instruction through Imagine Math with an average of 30 minutes, 3 times weekly.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Coach, Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - **Targeted Support Strategy**	**Oct**	**Jan**	**Mar**		**May**

Strategy 4 Details			Reviews		
Strategy 4: Campus Leadership and teachers will utilize Title 1 resources to train parents in the importance of individual student progress in MAP, through meetings three times per year.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Parents will be well informed of their students progress after each MAP administration. **Staff Responsible for Monitoring:** Campus Leadership, classroom teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**		**May**

Strategy 5 Details			Reviews		
Strategy 5: Leadership Advisory Team Teachers will meet with the campus leadership and grade level teams to align best practices and TIER 1 instruction to the TEK standard.			**Formative**		**Summative**
Strategy's Expected Result/Impact: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction which will be evident in classroom observations, student performance and progress **Staff Responsible for Monitoring:** Campus Leadership	**Oct**	**Jan**	**Mar**		**May**

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

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: By May 2023, 75% of students, K-5th, will reach their individual RIT Growth scores in MAP Reading.

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 Data

Strategy 1 Details	Reviews			
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teachers, campus leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Leveled Literacy Intervention will be used in all classrooms for students performing at the Approaches level or below, for a minimum of 30 minutes, 4 times weekly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, Instructional Coach, Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Differentiated instruction through Istation will be used at a minimum of 30 minutes, 3 times weekly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, Instructional Coach, Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	**Oct**	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: By May 2023, 75% of students, 3rd-5th, will reach STAAR Meets/Masters in Math.

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

Strategy 1 Details	Reviews			
Strategy 1: During weekly professional learning communities, the Data Driven Instruction protocol (DDI), will be followed to create Know and Show charts that identifies the level of rigor and questioning in the daily lesson plans.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **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 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will ask at least two depth of knowledge questions daily that aligns with the TEK, which will be evident in their lesson plans and weekly walkthroughs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **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 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Thee daily objective will be written on the board in 100% of the classrooms and aligned to the TEK.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**May**

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

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: By May 2023, 75% of students, 3rd-5th, will reach STAAR Meets/Masters in Reading.

Strategy 1 Details	Reviews			
Strategy 1: During weekly professional learning communities, the Data Driven Instruction protocol (DDI), will be followed to create Know and Show charts that identifies the level of rigor and questioning in the daily lesson plans	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **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 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				
Strategy 2 Details	Reviews			
Strategy 2: As part of the DDI process, each grade level will use SCA assessments to create exemplars for student performance to reach.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Grade level teachers will have a full understanding of the depth of the grade level TEK and use the exemplar to compare student samples to. **Staff Responsible for Monitoring:** Leadership Team, Instructional Coach **Title I:** 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 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 3 Details		Reviews			
Strategy 3: Leadership will conduct focused walkthroughs to identify the GAP, meet with the grade level teacher to name the GAP, and then coach to teacher to practice the activity or lesson before presenting to students in the classroom.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Through focused walkthroughs and collaborated discussions between leadership team, Instructional Coach or Lab Team Member, all teachers will be able to SEE the GAP, NAME the GAP, and CLOSE the GAP. **Staff Responsible for Monitoring:** Leadership Team, Instructional Coach, LAB Team **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction					

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

Board Goal 2: 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 students reading at or above grade level will increase from 46% to 60% by May 2023.

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 data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Teachers, Campus Instructional Coach, Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 3 Details		Reviews		
Strategy 3: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High performing students will grow academically.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 4 Details		Reviews		
Strategy 4: Grade level teachers will complete HB 4545 Reading Academies by May 2023.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will gain an in depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High performing students will grow academically.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Leadership, District Leadership **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 5: Effective Instruction				

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

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of 1st grade students reading at or above grade level will increase from 32% to 50% by May 2023.

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: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Teachers, Campus Instructional Coach, Campus Leadership **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 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership **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 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Grade level teachers will complete HB 4545 Reading Academies by May 2023.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will gain an in depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High performing students will grow academically.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Leadership, District Leadership **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 5: Effective Instruction				

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

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of 2nd grade students reading at or above grade level will increase from 21% to 45% by May 2023.

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: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores				
Staff Responsible for Monitoring: Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership				
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 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High performing students will grow academically.				
Staff Responsible for Monitoring: Campus Leadership				

Strategy 3 Details	Reviews			
Strategy 3: Grade level teachers will complete HB 4545 Reading Academies by May 2023.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will gain an in depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership, District Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**May**

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

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: The percentage of 3rd grade students reading at or above grade level will increase from 48% to 60% by May 2023, higher than district goal.

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: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership **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 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High performing students will grow academically.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Leadership **TEA Priorities:** 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 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: The percentage of 3rd grade students reading at or above grade level will increase from 48% to 60% by May 2023, higher than district goal.

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: Istation data, MAP data, classroom observations, exit tickets, SBAs

Strategy 1 Details	Reviews			
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership **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 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Teachers, Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High performing students will grow academically.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Leadership **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 3: Positive School Culture, Lever 5: Effective Instruction				

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

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: The 7 Mindsets SEL curriculum will be implemented daily for 30 minutes in all PK-5th grade classrooms throughout the 2022-2023 school year.

High Priority

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: Reduction discipline referrals, observations, increased student engagement in instruction

Strategy 1 Details	Reviews			
Strategy 1: After morning announcements, classroom teachers will spend 15-20 minutes on 7 SEL Mindset lessons with their students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: self regulations behaviors by students, reduction of behavior referrals, increased student engagement in academic instruction				
Staff Responsible for Monitoring: Classroom teachers, campus leadership				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Following Restorative Practices, staff members and leadership will use the strategies learning during 7 Mindset Lessons when conferencing with a student about misbehavior and redirect.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Preservation of student social, emotional well being will be practiced to work with students at a cognitive balanced state to appropriate discuss student behaviors and how to self correct them. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 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

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Campus leadership will conference with all 3rd-5th grade students about performance goals and progress at least three times per year by May 2023.

High Priority

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: Leadership conference, student data binder

Strategy 1 Details		Reviews			

Strategy 1: All PK-5th grade students will have an AVID folder or binder that contains- parent communication, goals for each subject, assessment performance and progress, and practice items for math and reading on struggling skills.
 	
    Strategy's Expected Result/Impact: Student ownership of academic learning, increased parent involvement and engagement, instilling a growth mindset in all stakeholders- students, teachers, staff and parents.
    Staff Responsible for Monitoring: Classroom teacher and leadership
 	
    TEA Priorities:
    Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
     - ESF Levers:
    Lever 3: Positive School Culture, Lever 5: Effective Instruction
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**May**
Strategy 2 Details		Reviews			

Strategy 2: Campus leadership will meet with students in 3rd-5th grade students after the beginning of year and middle of year MAP assessments, before STAAR assessment to review performance/progress and set new goals.
    Strategy's Expected Result/Impact: Students ownership of academic learning, instilling and supporting a growth mindset in all stakeholders, connect campus leadership and school initiatives with individual students
    Staff Responsible for Monitoring: Campus leadership
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**May**

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

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Title 1 parent engagement activities will be prioritized for training and collaborating with parents on instructional and behavioral goals for all students PK-5th in two Title 1 Parent Workshops in the Fall and Spring during 2022-2023 school year.

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: Title 1 documentation, sign in sheets, agendas, powerpoints

Strategy 1 Details			Reviews		
Strategy 1: Title 1 parent involvement funds will be spent on purchasing data binders and printing materials for all Kinder-5th grade students, that will contain information on grade level standards, performance and progress monitoring- Istation, Imagine Math, MAP and STAAR assessments.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student ownership of academic learning, increased parent involvement and engagement, instilling a growth mindset in all stakeholders- students, teachers, staff and parents. **Staff Responsible for Monitoring:** Campus leadership **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction					

Strategy 2 Details			Reviews		
Strategy 2: Parents will receive training on the use of the data binder and assessment scores and will be required to sign off on their individual student data binder on a monthly basis.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Parent involvement and knowledge of academic expectations will increase, instilling a growth mindset in all stakeholders- students, teachers, staff and parents. **Staff Responsible for Monitoring:** Campus leadership, Title 1 sign in sheets, data binder signatures					

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

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: A campus Leadership Advisory Board will be created using Title 1 funds to recruit, retain and maximize teacher leaders among the staff for annual period.

High Priority

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

Evaluation Data Sources: 7 Lead Teachers will meet with Leadership Team to collaborate, plan, and delivery best practices PD, support through coaching and modeling to grade level and vertical peers. This will be build quality teachers and support high performing teachers.

Strategy 1 Details	Reviews			
Strategy 1: Campus Leadership will have a process of recruiting, interviewing, collaborating with Lead Teachers to be held one annual year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: The campus Leadership Advisory Board will consist of 7 Lead Teachers and the campus Leadership Team. Together the Leadership Advisory Board will plan, collaborate, deliver PD, and coach staff on campus instructional and behavioral processes to increase teacher effectiveness in the classroom.
    Staff Responsible for Monitoring: Campus Leadership
 	
    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 3: Positive School Culture, Lever 5: Effective Instruction
 - Targeted Support Strategy
    Funding Sources: - Title One School- Improvement - $24,500, Title 1 Campus Funds - Title One School- Improvement - $24,500				

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

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: AVID daily communication binders will be implemented PK-5th grade where parents will be informed of the academic, social, emotional and behavioral performance and progress in all grades, PK-5th, until May 2023.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Leadership will monitor and review the implementation of these binders in all grade levels.

Strategy 1 Details	Reviews			
Strategy 1: All PK-5th grade students will have an AVID folder or binder that contains- parent communication, goals for each subject, assessment performance and progress, and practice items for math and reading on struggling skills.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Student ownership of academic learning, increased parent involvement and engagement, instilling a growth mindset in all stakeholders- students, teachers, staff and parents. **Staff Responsible for Monitoring:** Classroom teacher and leadership **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Parents will receive training on the use of the data binder and assessment scores and will be required to sign off on their individual student data binder on a monthly basis.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Parent involvement and knowledge of academic expectations will increase, instilling a growth mindset in all stakeholders- students, teachers, staff and parents. **Staff Responsible for Monitoring:** Campus leadership, Title 1 sign in sheets, data binder signatures				

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