Ector County Independent School District

Lyndon B. Johnson Elementary

2023-2024 Campus Improvement Plan

Board Goals

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

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

High Priority

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

Evaluation Data Sources: MAP Data

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

Strategy 2 Details	Reviews			

Strategy 2: All math teachers will conduct guided math daily utilizing the district approved program, Do the Math which is a manipulative based program. Teachers will utilize MAP data to configure groups. Teachers will make an effort to see 3 math groups daily.   Teachers will also conduct Lonestar Daily Math Do Nows with student every day of instruction. K-1 teachers will also utilize the calendar aspect of Lonestar Math. Do the Math will be observed by the administrative team for implementation fidelity.
 	
    Strategy's Expected Result/Impact: Teachers will ensure that the 75% of all learning gaps in math are filled in. This will ensure that growth in evident on MAP and STAAR.
 	
    Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, and TRT, Ms. Pamela Templin
 	
TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - Targeted Support Strategy
	Formative			**Summative**

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

Strategy 3 Details	Reviews			

Strategy 3: 100% of all math teachers will be trained on problem solving strategies. Math teachers in grades 2nd-5th will utilize CUBES strategies on a daily basis. Teachers will provide students with opportunities for open-ended word problems throughout the week. All students will complete 60 minutes of Imagine Math or 2 successful lessons per week.
 	
    Strategy's Expected Result/Impact: Students will be able to properly analyze math word problems and apply to real life scenarios. With Imagine Math, students will be consistently filling in the learning gaps. This will ensure that students show growth on MAP and proficiency on STAAR.
 	
    Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, and TRT, Ms. Pamela Templin
 	
TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - Targeted Support Strategy
	Formative			**Summative**

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

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Teachers will work to prepare lessons that include manipulatives for all lessons that can utilize manipulatives. Teachers will conduct TEKS research on which lessons can utilize manipulatives. Teachers will ensure that all special education students have manipulatives available for all lessons that can utilize manipulatives. Teachers will also prepare lessons that will include supplemental aides. Teachers will conduct TEKS research on which lessons can have a supplemental aide. Teachers will ensure that all special education students have supplemental aides daily for their lessons.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Special education students will show growth on MAP and the majority of the students will exit Do Not Meets band on STAAR to the Approaches or above band.				

Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

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

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

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

High Priority

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

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

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

Strategy 2 Details	Reviews			
Strategy 2: All students will be required to participate with I-Ready Online. Students will be required to complete 25 minutes per day. Teachers will monitor students' progress and set bi-weekly goals for students. Students will also be required to complete up to 90 minutes of I-Station, depending on their Tier level each week. Students will be required to complete AR and MyOn test as outlined by the recommended number of books per week.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: It is expected that students will show growth on MAP and proficiency on STAAR.				

Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Funding Sources: AR and MyOn - Title One School- Improvement - $20,000

Strategy 3 Details	Reviews			
Strategy 3: 100% of the ELA Staff will become familiar with the HMH writing components. 100% of the ELA Staff will be trained on high yield writing and grammar skills. Students will be provided a writing prompt at least every two weeks. Students will be provided with feedback on their writing. Teachers will focus on the RACE and RACER strategies.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will submit writing tasks on topic and logical that follows the RACE and RACER strategy. Students will score at least a 6 or above on the STAAR writing components.				

Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Teachers will continue to utilize the HMH curriculum items. Teachers will also conduct guided reading daily. Teachers will also conduct LLI groups during the Knights of the Round Table time. Teachers will also pull small groups twice per week for students on Level 2 and Level 3 on I-Station for I-Station lessons.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show growth on NWEA MAP and proficiency on STAAR reading. Significant gaps will be closed. **Staff Responsible for Monitoring:** Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

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

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

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

High Priority

HB3 Board Goal

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

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

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

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

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

High Priority

HB3 Board Goal

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

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

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

Strategy 2 Details	Reviews			
Strategy 2: All students in grades K-5th will be monitored bi-weekly on reading growth using the universal screener. Teachers will know that the goal is for each student to show growth every two weeks.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Continuous progress monitoring will ensure that all students are on track to become proficient readers.
    Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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

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

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

High Priority

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

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

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

Strategy 2 Details	Reviews			
Strategy 2: Guided reading will continue in grade K-2nd 5 days per week. Teachers will be required to document all guided reading lessons and groups within their lesson plans. Administration will observe these groups weekly.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students will be capable of reading on grade level thus preparing them for the next grade level. **Staff Responsible for Monitoring:** Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mrs. Olivia Bowers, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: All K-2nd grade classes will continue with Frog Words. Teachers will conduct three assessments during the year to track progress of high frequency words. High Frequency Word recognition will be a requirement for promotional consideration.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students will be capable of reading on grade level thus preparing them for the next grade level. **Staff Responsible for Monitoring:** Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mrs. Olivia Bowers, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

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

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

Performance Objective 2: 68% of K-2 students will show growth on their READING MAP ASSESSMENT.

High Priority

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

Evaluation Data Sources: MAP, I-Station

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

Strategy 2 Details	Reviews			
Strategy 2: Teachers will ensure that students complete one NWEA MAP Skills lesson from the MAP NWEA practice each week. Teachers will document student's progress in the MAP NWEA Grid.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students				

will be capable of reading on grade level thus preparing them for the next grade level.

Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCL Olivia Bowers, Special Education Teachers-Ms. April Dominguez and Mrs. Jennifer Hightower

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

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

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

Performance Objective 3: 63% of 3rd grade students will show growth on their READING MAP.

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

Evaluation Data Sources: MAP, I-Station ISIP

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

Strategy 2 Details			Reviews		
Strategy 2: Teachers will ensure that students in 3rd grade will have a strong phonics and phonemic awareness routine embedded within their daily instruction. 3rd grade teachers will also dedicate time daily for fluency probes.			**Formative**		**Summative**
			Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students						

will also show proficiency on STAAR Reading Students will be capable of reading on grade level thus preparing them for the next grade level.

Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCL Jessie Young, Special Education Teachers-Ms. April Dominguez and Mrs. Jennifer Hightower

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

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

Performance Objective 4: 43% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

High Priority

HB3 Board Goal

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

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

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

Strategy 2 Details	Reviews			
Strategy 2: Students will engage in utilizing: Social Studies Weekly Readers in grades 1st-5th. Students will analyze and annotate these readings so that they will engage in non-fiction series. Students will also engage in one article per week from NewsELA in subjects of Reading, Science, and Social Studies.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will be allowed to explore more non-fictional, informational text. Students will be engaged in cross curriculum readings that will ensure that students have exposure to all types of readings. This will result in students showing more knowledge on content, thus improving reading scores. **Staff Responsible for Monitoring:** Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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

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

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

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

Evaluation Data Sources: Observations of Avid Planners and Interactive Notebooks

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

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

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

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

Evaluation Data Sources: Panoroma Survey

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

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

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

High Priority

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

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

Strategy 1 Details	Reviews			
Strategy 1: Students will be given one Live School point for daily attendance. Students that receive 29-30 points per month for attendance will receive an incentive during lunch time.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Attendance will rise for the campus. Students that attend school more regularly will have higher academic achievement **Staff Responsible for Monitoring:** Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, Ms. Suhey Chavez, Attendance Clerk **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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

Strategy 3 Details	Reviews			
Strategy 3: Frequent reminders and classes on the importance of attendance will be given every quarter during parent nights, parent meetings, and parent conferences	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Attendance will rise for the campus. Students that attend school more regularly will have higher academic achievement. **Staff Responsible for Monitoring:** Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, Ms. Suhey Chavez, Attendance Clerk **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Create attendance board on every hallway that discusses the attendance rates. Grade levels with highest monthly attendance will be rewarded.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Attendance will rise for the campus. Students that attend school more regularly will have higher academic achievement. **Staff Responsible for Monitoring:** Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, Ms. Suhey Chavez, Attendance Clerk **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Follow the protocol from School Randolph, Director of Community Support Services, on attendance reporting and documentation.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Attendance will rise for the campus. Students that attend school more regularly will have higher academic achievement. **Staff Responsible for Monitoring:** Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, Ms. Suhey Chavez, Attendance Clerk **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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