

Ector County Independent School District
San Jacinto Elementary
2024-2025

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: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 51% to 60%.

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: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5 instructional staff will sustain the implementation of Lone Star Math with fidelity exposing all students to rigorous math spiral review which includes: addition and subtraction, multiplication and division, fractions and fractional representations, place value, data analysis, geometry and measurement, and personal financial literacy through various stimuli and mathematical tools to demonstrate mathematical understanding of the TEKS.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments).</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will follow data protocols to help identify and close student gaps.</p> <p>Strategy's Expected Result/Impact: The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall.</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will be strategically placed in tutoring groups and lead by highly effective teachers.</p> <p>Strategy's Expected Result/Impact: All student sub-pops/tutoring groups will have consistent support as they transition from the previous grade level. Students will learn how to set their own academic goals and independently monitor their mastery of learning objectives using all virtual platforms (iReady and Lone Star Math/RLA).</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: 3-5 STAAR Transformations: Teachers in 3rd-5th grade will track their student data throughout the academic school year according to BOY and MOY Diagnostic Assessments, SCAs, CBA/DBA, and formative assessments and identify priority TEKS and align resources to plan high effective, academically rigorous, and engaging transformations.</p> <p>Strategy's Expected Result/Impact: Meet and exceed the STAAR MEETS standard goal</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2</p> <p>Funding Sources: Engaging Classroom Supplies and Materials for Transformations - Local - Teacher Related Materials or Teaching Materials - \$3,500, Engaging Classroom Supplies and Materials for Transformations - Title One School-wide - Teacher Related Materials or Teaching Materials</p>	Formative			Summative
	Oct	Jan	Mar	May
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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 2024 across all tested content areas.

Performance Objective 2: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 59% to 65%.

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: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: 3-5 instructional staff will sustain the implementation of Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2</p> <p>Funding Sources: Lone Star RLA (3rd-5th Grade) - Local - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments).</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will follow data protocols to help identify and close student gaps.</p> <p>Strategy's Expected Result/Impact: The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall.</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Students will be strategically placed in tutoring groups and lead by highly effective teachers.</p> <p>Strategy's Expected Result/Impact: All student sub-pops/tutoring groups will have consistent support as they transition from the previous grade level. Students will learn how to set their own academic goals and independently monitor their mastery of learning objectives using all virtual platforms (iReady and Lone Star Math/RLA).</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 2</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: 3-5 STAAR Transformations: Teachers in 3rd-5th grade will track their student data throughout the academic school year according to BOY and MOY Diagnostic Assessments, SCAs, CBA/DBA, and formative assessments and identify priority TEKS and align resources to plan high effective, academically rigorous, and engaging transformations.</p> <p>Strategy's Expected Result/Impact: Meet and exceed the STAAR MEETS standard goal</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2</p> <p>Funding Sources: Engaging Classroom Supplies and Materials for Transformations - Local - Teacher Related Materials or Teaching Materials - \$3,500, Engaging Classroom Supplies and Materials for Transformations - Title One School-wide - Teacher Related Materials or Teaching Materials - \$3,500</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 2024 across all tested content areas.

Performance Objective 3: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 21% to 35%.

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%

Evaluation Data Sources: STAAR, NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: 5th grade science teachers and additional instructional staff will sustain the implementation of I-READY lessons and the OVER strategy (including classroom demonstrations, hand on labs, and vocabulary activities) with fidelity exposing all students to rigorous and engaging Tier I instruction through the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments).</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: 5th grade science teachers and additional instructional staff will monitor students after every short cycle assessment and intervene in small group/tutoring using Sirius and Science Countdown resources.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will follow data protocols to help identify and close student gaps.</p> <p>Strategy's Expected Result/Impact: The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall.</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Students will be strategically placed in tutoring groups and lead by highly effective teachers.</p> <p>Strategy's Expected Result/Impact: All student sub-pops/tutoring groups will have consistent support as they transition from the previous grade level. Students will learn how to set their own academic goals and independently monitor their mastery of learning objectives using all virtual platforms (iReady and Lone Star Math/RLA).</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: 3-5 STAAR Transformations: Teachers in 3rd-5th grade will track their student data throughout the academic school year according to BOY and MOY Diagnostic Assessments, SCAs, CBA/DBA, and formative assessments and identify priority TEKS and align resources to plan high effective, academically rigorous, and engaging transformations.</p> <p>Strategy's Expected Result/Impact: Meet and exceed the STAAR MEETS standard goal</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2</p> <p>Funding Sources: Engaging Classroom Supplies and Materials for Transformations - Local - Teacher Related Materials or Teaching Materials - \$3,500</p>	Formative			Summative
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 79% to 85%

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%, 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%, 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: NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments).</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Multi-classroom Leaders will provide and monitor the implementation and sustainability of data-driven instruction based on the Science of Teaching Reading, which includes an explicit and systematic delivery of foundational skills, reading comprehension and fluency, and written and oral language instruction.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Opportunity Culture MCL Stipends - Local - 2 Local Positions Turned In - \$108,000, Opportunity Culture MCL Stipends - Title One School-wide - \$22,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: K-2 MAP Growth Transformations: Teachers in K-2nd grade will track their student data throughout the academic school year according to BOY and MOY MAP, SCAs, and formative assessments and identify priority TEKS and align resources to plan high effective, academically rigorous, and engaging transformations.</p> <p>Strategy's Expected Result/Impact: Meet and exceed MAP reading and math growth targets</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1, 2</p> <p>Funding Sources: Engaging Classroom Supplies and Materials for Transformations - Local - Teacher Related Materials or Teaching Materials - \$3,500</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers will follow data protocols to help identify and close student gaps. Strategy's Expected Result/Impact: The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall. Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2</p>	Formative			Summative
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage K-3 students will show growth from 79% to 85% on their READING MAP ASSESSMENT.

High Priority

Indicators of Success:

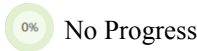
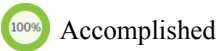
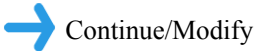

Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % 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%, 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: NWEA MAP, IREADY BOY and EOY Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments).</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Multi-Classroom Leaders and AILT members will provide and monitor the implementation and sustainability of data-driven instruction based on the Science of Teaching Reading, which includes an explicit and systematic delivery of foundational skills, reading comprehension and fluency, and written and oral language instruction.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Opportunity Culture MCL Stipends - Local - 2 Local Positions Turned In - \$108,000, Opportunity Culture MCL Stipends - Title One School-wide - \$22,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will follow data protocols to help identify and close student gaps.</p> <p>Strategy's Expected Result/Impact: The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall.</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will be strategically placed in tutoring groups and lead by highly effective teachers.</p> <p>Strategy's Expected Result/Impact: All student sub-pops/tutoring groups will have consistent support as they transition from the previous grade level. Students will learn how to set their own academic goals and independently monitor their mastery of learning objectives using all virtual platforms (iReady and Lone Star Math/RLA).</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 2</p>	Formative			Summative
	Oct	Jan	Mar	May

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: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 56% to 60%.





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: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will follow data protocols to help identify and close student gaps. Strategy's Expected Result/Impact: The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall. Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be strategically placed in tutoring groups and lead by highly effective teachers.</p> <p>Strategy's Expected Result/Impact: All 3rd grade student sub-pops/tutoring groups will have consistent support as they transition from 2nd grade and will independently master using all virtual platforms (iReady, Istation, and Lone Star RLA) and tools, typing practice, and acquire skills that will enhance their success on STAAR RLA including the short constructed response and extended constructed response.</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: 3-5 instructional staff will sustain the implementation of Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice.</p> <p>Strategy's Expected Result/Impact: 60% of all students will meet their AR points goal and quiz average of 85% and above.</p> <p>Staff Responsible for Monitoring: Campus ILT, AILT, CIT, and Opportunity Culture</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1, 2</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 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: School Connectedness panorama data will increase from 63% to 72%.

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%

Strategy 1 Details	Reviews			
<p>Strategy 1: New classroom staff and administrators will attend RCA EXP and continue to sustain and improve San Jacinto's house system and academic expectations. RCA EXP is an interactive, immersive learning experience where you will observe classes and participate in dynamic workshops that will teach faculty members how to ignite a passion for learning, provide meaningful support, encourage academic excellence, foster authentic relationships, and ensure a climate and culture where all students and staff thrive.</p> <p>Strategy's Expected Result/Impact: Increased school connectedness metric according to Panorama.</p> <p>Staff Responsible for Monitoring: San Jacinto House Committee Members</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Travel Funds - Local - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p>Strategy 2: Beginning of the Year Staff PD and Student Welcome supply carts and activities. Strategy's Expected Result/Impact: Increase engagement and school connectedness. Staff Responsible for Monitoring: Administrators and secretary</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Culture and Climate 1 Funding Sources: BOY Teacher Supply Carts for Staff Morale and Student Engagement - Local - Teaching Related Materials - \$7,500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: House Committee Planning Meetings Strategy's Expected Result/Impact: The House Committee will utilize time outside of contracted time to plan student events such as K-5 House Reveal in August, weekly house meetings pep rallies, place orders for house shirts, Staff House Member recognition, House Member of the Month recognition and luncheons Staff Responsible for Monitoring: San Jacinto House Committee</p> <p>Title I: 2.5, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Culture and Climate 1 Funding Sources: House Committee Member Summer Planning Stipend - Title One School-wide - Professional Development - \$1,500</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 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: Student daily attendance will increase from 93.3% to 95%.





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: ADA and Truancy Contracts

Strategy 1 Details	Reviews			
<p>Strategy 1: Refined systems of communication regarding attendance/truancy between administrators, teachers, and office staff will increase awareness and warrant additional supports to parents and students.</p> <p>Strategy's Expected Result/Impact: 95% and higher attendance</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers, Office Staff, and Social Worker</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Attendance Incentive - Local - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p>Strategy 2: The top five classrooms with the highest attendance on a weekly basis will be recognized during morning announcements and given perfect attendance coupons. The top two classes with perfect attendance will be given special recognition every 9 weeks.</p> <p>Strategy's Expected Result/Impact: 95% and higher attendance</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers, Office Staff, and Social Worker</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Attendance Incentives - Local - \$500</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 2024.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 9 to 5.





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: Focus Discipline Reports, Threat Assessment and Bullying Committee Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor and administrators will ensure that teachers fully understand and follow their classroom behavior management plans, the campus' discipline flowchart, and the MTSS process (this is in conjunction with the Threat Assessment Team and Bullying Committee).</p> <p>Strategy's Expected Result/Impact: A decrease in undesired student behavior and more parent support.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor, SAS Counselor, Bullying Committee, and Threat Assessment Team</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Successful implementation and monitoring of the i-Lead curriculum.</p> <p>Strategy's Expected Result/Impact: An increase in school connectedness and student engagement</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, and Teachers</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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