

# Ector County Independent School District

## Pease 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 2025 across all tested content areas.

**Performance Objective 1:** 60% of all students in Grades K-5th will meet or exceed their end-of-year individual growth projections based upon MAP in Reading.

**High Priority**





**HB3 Board Goal**

**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:** monthly iReady reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use the data from several data sources (iReady, LLI, NWEA MAP results, Guided Reading, fluency folders, Saxon assessments, informal and formal assessments) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher data tracking meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have ownership of their own learning, document their performance and progress, and be motivated to reach their goals. All grade levels will meet growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCL, MTRT, Reading Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>- Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus-wide, teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small groups will be tailored to meet individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth in Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, MTRTs, Blended Learning Coordinator, Reading Coach,</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will backward plan lessons in Reading during grade-level planning times in order to ensure quality Tier 1 instruction, and activities, and reteach opportunities across the grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will deliver quality Tier 1 instruction resulting in higher student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Assistant Principal, Principal, MCLs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</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 2025 across all tested content areas.





**Performance Objective 2:** 70% of all students in Grades K-2nd will meet or exceed their end-of-year individual growth projections based upon MAP in 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:** My Math Academy reports, iReady reports, Short Cycle Assessments, NWEA MAP administered three times a year, teacher-created assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use the data from several data sources (Imagine Math, NWEA MAP results, teacher-made assessments) to ensure students are gaining the skills needed at incremental goals, which are determined during documented monthly student/teacher conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, MTRTs, Blended Learning Coordinator, Reading Coach,</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will provide personalized instruction in Math in order to meet individualized needs and promote individual growth. Workstations and small groups will be tailored to meet individual student need</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth in Math.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCL, MTRT</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All students in Grades K-2nd will attend STEM classes once a week to improve their Science, Technology, Engineering, and Math foundations.</p> <p><b>Strategy's Expected Result/Impact:</b> teacher-created assessments, NWEA Math MAP results, teacher observation</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCL, MTRT</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Title 1 Paraprofessional - Title One School- Improvement - \$33,000</p>	Formative			Summative
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**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

**Performance Objective 3:** 60% of all students in Prekindergarten will complete the 2023-2024 end-of-year Circle Assessment on track in Reading and Math .

**Indicators of Success:**

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:** CLI assessments administered twice a year, teacher created assessments,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PK teachers will visit other exemplary classrooms on campus and in the district in order to observe effective classroom management, routines, and curriculum implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in classroom management and as a result improved academics</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Principal, Assistant Principal,</p> <p><b>Title I:</b> 2.5</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PK teachers will implement Time/Voice/Body strategies and incorporate Conscious Discipline within their classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom management resulting in improved classroom academics</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, MTRT,</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
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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 2025.

**Performance Objective 1:** 60% of all students in Grades K-5th will meet or exceed their end-of-year individual growth projections based upon MAP in Reading.

**High Priority**

**HB3 Board Goal**


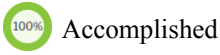
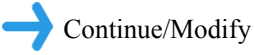

**Indicators of Success:**

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:** iReady diagnostic, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use the data from several data sources (NWEA MAP, iReady, HMH weekly assessments, LLI, Saxon assessments, Running Records, SCA) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know &amp; Shows and use to data to plan, reteach and drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals</p> <p><b>Staff Responsible for Monitoring:</b> teachers, Administrators, Reading Coach, MTRT, MCL, Instructional Coach</p> <p><b>Title I:</b> 2.4</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus-wide, teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small groups will be tailored to meet individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth in reading in Kindergarten.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, Administrators, Reading Coach, MTRT, TRT</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 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 2025.

**Performance Objective 2:** 60% of all Prekindergarten students will complete the 2023-2024 school year on track on the end-of-year Circle assessment.





**High Priority**

**HB3 Board Goal**

**Indicators of Success:**

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

**Evaluation Data Sources:** end-of-year Circle assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PK teachers will visit other exemplary classrooms on campus and in the district in order to observe effective classroom management, routines, and curriculum implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in classroom management and as a result improved academics</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Principal, Assistant Principal, PreKinder MTRT,</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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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 2025.

**Performance Objective 3:** Increase the percentage of 3rd-5th grade students reading at or above grade level from 35% to 45% by May 2025 through the implementation of targeted literacy instruction, comprehensive teacher development, and a holistic learning journey that involves all stakeholders.

**High Priority**

**HB3 Board Goal**





**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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, iReady diagnostics, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use the data from several data sources (NWEA MAP, iReady, HMH weekly assessments, LLI, Saxon assessments, Running Records, SCA) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know &amp; Shows and use to data to plan, reteach and drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals</p> <p><b>Staff Responsible for Monitoring:</b> teachers, Administrators, Reading Coach, MTRT, MCL</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus-wide, teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small group will be tailored to meet individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth in reading and math in all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, Administrators, Reading Coach, MTRT, TRT</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress     
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**Board Goal 3:** Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

**Performance Objective 1:** Staff belonging will increase from 70% to 75% on the spring 2025 staff Panorama survey.

**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:** Panorama survey, staff feedback,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monthly staff team building activities will be implemented to increase staff connectiveness and a sense of belonging.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school climate and increase in teacher retention.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, committees,</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Formation of various campus committees to develop teamwork and teacher voice in campus decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved moral and campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, staff, committees</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
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**Board Goal 3:** Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

**Performance Objective 2:** Increase student attendance to 95% in 2024-2025

**High Priority**





**HB3 Board Goal**

**Indicators of Success:**

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

**Evaluation Data Sources:** attendance records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish an Attendance Committee that will meet monthly to review attendance records, establish a plan of action, and create incentives for attendance improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance percentage</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Committee, Leadership,</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The attendance committee will provide committee-made campus attendance trackers for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance trackers will help make teachers aware of high-absence students.</p> <p><b>Staff Responsible for Monitoring:</b> attendance committee, leadership,</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The class with the highest weekly attendance will be recognized in the morning assembly. They will receive Amigo the mascot and the celebratory door hanger, and parents can eat lunch with their parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance competitions will improve ownership with students, parents, and teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, attendance committee</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
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