

Ector County Independent School District
Reagan Academic Magnet
Improvement Plan
2020-2021

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

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Comprehensive Needs Assessment

Revised/Approved: October 8, 2020

Demographics

Demographics Strengths

Reagan's parent base is definitely a strength for our campus. The parent involvement is huge and they help to fulfill all the needs of the campus. Our mobility rate is also one of our strengths and continues to remain low, second lowest for our district. Fourteen students = 2.9%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Bilingual and ESL students are underperforming our monolingual students **Root Cause:** There is a language barrier with these students.

Student Achievement

Student Achievement Summary

2019 STAAR Performance Data Table

EL MAGNET AT REAGAN EL (068901118) - ECTOR COUNTY ISD

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
% at Approaches Standard or Above	100%	100%	100%	100%*		100%-		100%	99%	100%	100%	100%	100%	100%	100%
% at Meets GL Standard or Above	89%	100%	87%	92%*		97% -		100%	86%	90%	90%	71%	100%	89%	100%
% at Masters Standard	65%	82%	60%	67%*		77% -		92%	57%	66%	65%	48%	92%	64%	75%
Number of Tests															
# at Approaches Standard or Above	737	17	419	247*		39 -		**	132	118	120	21	12	689	48

2019 STAAR Performance Data Table

# at Meets															
GL Standard or 662 Above	17	365	227	*	38	-	**	115	106	108	15	12	614	48	
# at															
Masters GL Standard	478	14	254	166	*	30	-	**	76	78	78	10	11	442	36
Total Tests 740															
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	100%	100%	100%	99%	*	100%	-	*	100%	100%	100%	100%	*	100%	100%
# at Meets															
GL Standard or 87% Above	100%	83%	90%	*	100%	-	*	84%	84%	84%	78%	*	86%	100%	
# at															
Masters GL Standard	63%	71%	58%	66%	*	80%	-	*	55%	57%	56%	44%	*	62%	72%
Number of Tests															
# at Approaches GL Standard or Above	275	7	158	90	*	15	-	*	49	44	45	9	*	257	18
# at Meets															
GL Standard or 240 Above	7	131	82	*	15	-	*	41	37	38	7	*	222	18	
# at															
Masters GL Standard	174	5	92	60	*	12	-	*	27	25	25	4	*	161	13
Total Tests 276															
Mathematics															

2019 STAAR Performance Data Table

Percent of Tests														
% at Approaches Standard or Above	100%	100%	99%	100%*	100%-	*	98%	100%	100%	100%	*	100%	100%	
% at Meets GL Standard or Above	91%	100%	88%	92%*	100%-	*	88%	91%	91%	78%	*	90%	100%	
% at Masters Standard	69%	86%	65%	69%*	93% -	*	63%	77%	76%	56%	*	67%	100%	
Number of Tests														
# at Approaches Standard or Above	275	7	157	91*	15 -	*	48	44	45	9	*	257	18	
# at Meets GL Standard or Above	250	7	139	84*	15 -	*	43	40	41	7	*	232	18	
# at Masters Standard	190	6	102	63*	14 -	*	31	34	34	5	*	172	18	
Total Tests	276	7	158	91*	15 -	*	49	44	45	9	*	258	18	
Writing														
Percent of Tests														
% at Approaches Standard or Above	99%	*	98%	100%*	100%-	*	100%	100%	100%	*	*	99%	100%	
% at Meets GL Standard or Above	84%	*	81%	84%*	86% -	*	80%	93%	93%	*	*	82%	100%	

2019 STAAR Performance Data Table

% at Masters GL Standard	41%	*	40%	34% *	43% -	*	40%	60%	60%	*	*	41%	40%
Number of Tests													
# at Approaches GL Standard or Above	96	*	52	32 *	7 -	*	20	15	15	*	*	86	10
# at Meets GL Standard or Above	81	*	43	27 *	6 -	*	16	14	14	*	*	71	10
# at Masters GL Standard	40	*	21	11 *	3 -	*	8	9	9	*	*	36	4
Total Tests	97	*	53	32 *	7 -	*	20	15	15	*	*	87	10
Science Percent of Tests													
% at Approaches GL Standard or Above	100%	-	100%	100% -	* -	*	100%	100%	100%	*	*	100%	*
% at Meets GL Standard or Above	100%	-	100%	100% -	* -	*	100%	100%	100%	*	*	100%	*
% at Masters GL Standard	81%	-	75%	94% -	* -	*	67%	67%	67%	*	*	82%	*
Number of Tests													
# at Approaches GL Standard or Above	91	-	52	34 -	* -	*	15	15	15	*	*	89	*

2019 STAAR Performance Data Table

# at Meets															
GL Standard or 91	-	52	34	-	*	-	*	15	15	15	*	*	89	*	
Above															
# at															
Masters GL	74	-	39	32	-	*	-	*	10	10	10	*	*	73	*
Standard															
Total Tests	91	-	52	34	-	*	-	*	15	15	15	*	*	89	*

Student Achievement Strengths

Our strength throughout the achievement area is the fact that all subgroups are being successful on our campus. We have no gaps between the subgroups and all students are performing at the same level. These strengths are due to programs such as AVID.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 71% of special population students are scored at the meets standard while other students are performing at the 89% range. 86% of economically disadvantaged students are scoring at meets level while all students are averaging 89% **Root Cause:** Instruction needs to be scaffold and differentiation needs to be embedded into instruction.

School Culture and Climate

School Culture and Climate Summary

Reagan Elementary is a total magnet campus and serves students from all areas of Odessa. Our students perform well on all tests regardless of the subgroup they may be a part of in demographics.

Staff morale is high and the staff works alongside a very active PTA. The staff is well aware of the needs of our students and works hard to ensure they have what is needed to be successful.

Reagan Elementary and the Reagan PTA offer several opportunities for parents and community involvement such as:

Meet the teacher (virtually) Parent Orientation, Reading night, Math night, Music programs, P.S I love you, Track and Field Day, Reaganfest, Talent Show, and a VIPs program.

We also had several programs in place such as, VIPS programs, PTA, AVID, Science Fair, Talent Show, Watch D.O.G.S program, music programs, and Enrichment clusters for our students.

School Culture and Climate Strengths

One of the biggest strengths for Reagan is the strength of its PTA. Our PTA reached a 100% membership last year and help to raise over \$15,000 for our school last year. They are continually assisting with the needs in our classrooms as well as purchasing a digital sign for the front of our building. They also purchased \$15,000 worth of new books for our library in the last few years.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Reagan is fully staffed with teachers for 2020-2021 school year. We are working to fill a few aide positions that are new staff this year. We have eager, highly-qualified staff teachers in each position and maintain very little mobility and change within our staff. Only highly qualified teachers are hired and we interview and hire the best teacher for our openings.

Staff Quality, Recruitment, and Retention Strengths

Reagan only has one new to the campus teacher that has previous teaching experience within ECISD. All current teachers have been on staff or are returning to Reagan.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Administrators are quickly assessing needs and staffing for 2020-2021 school year. **Root Cause:** Reagan has two new administrators for the 2020-2021 school year

Parent and Community Engagement

Parent and Community Engagement Summary

Reagan offers a variety of ways for parents and community members to be involved in our campus.

Reagan has many activities to encourage parent involvement: Meet the teacher (virtually) Parent Orientation (on website), Reading nights, Math nights, P.S I love you, Science Fair, Fifth grade and Kinder graduations, and field day. Reagan also has several committees through our PTA that provides great opportunities for our parents and community.

Reagan students are given the opportunity to learn about community involvement and learn to give back to the community through Canned Food Drives, March of Dimes, Coats for Kids, and Jump Rope for Heart.

Reagan also has a VIPS program which lets parents and other community members support teachers.

Reagan has the Schoolwide Enrichment Model where community and parents are brought in to help teach certain skills to our enrichment academies.

Parent and Community Engagement Strengths

Parents are actively involved in all areas of the school. They are willing to help wherever needed.

Parents are eager to partner with the school in any capacity needed.

School Context and Organization

School Context and Organization Summary

Reagan will continue to use data in all classrooms PK - 5 to guide instruction. Data will be reviewed from MAP, brainchild, benchmarks, unit tests, and classroom observations. PLCs are organized by grade clusters and will meet to review student data, classroom instruction, and maintenance. PLC will meet weekly. CIT meets once a quarter to discuss campus goals and review of campus improvement plans.

AVID site team collaborate monthly on incorporating AVID Costa's Levels of Thinking in lesson planning and delivery to increase student engagement, rigor and student achievement. Campus leadership monitors lesson plans and instructional delivery to ensure student engagement is occurring, rigorous lessons are being taught, and teachers are monitoring and adjusting to individual learn needs. Leadership committee will meet once a month to review new campus initiatives and changes needed to keep moving students forward.

100% of teachers in grades 4th-5th are AVID trained in AVID Foundations of Learning.

Our school consists of grades PK-5th. PK has one monolingual and 1 bilingual full day teacher. Kinder through 2nd has 4 monolingual and 1 bilingual. 3rd through 5th has 3 monolingual and 1 bilingual.

School Context and Organization Strengths

One of our strengths is vertical planning and allowing the teachers to vertically discuss and examine curriculum. It helps to identify gaps in teaching and helps guide teachers to stay within their grade level boundaries. We will be creating Know and Shows during grade level PLC's.

Technology

Technology Summary

Reagan currently has working Smart Boards, projectors, and document cameras in all classrooms. Each teacher has a teacher computer and access to computers to use in workstations. The school also has three rolling laptop cart that houses 15 laptops and students will be bringing devices to use at school. Reagan staff uses Seesaw for PK-2nd and Google classroom 3rd-5th and various other apps. to communicate with parents. We will use Remind as our schoolwide communication between teachers and parents. We cover at least one new idea in technology each year with training in August.

Technology Strengths

Reagan's strength is the fact that the staff uses and implements technology training in their classrooms. They are not afraid of technology and willingly continue to grow in this area. During COVID 19 we will have one remote teacher per grade level to allow those students to work from home. During Phase In's all other teachers will be teaching face to face and remotely to ensure 100% of students are learning.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology issues during remote learning may be high at times. **Root Cause:** Some students have poor internet connections and others have none at all.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Equity Data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Reagan will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Walkthroughs, student usage reports in Imagine Learning, Imagine Math

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology	
Strategy's Expected Result/Impact: Students will fully participate in Imagine Learning, SeeSaw (Pre K-2nd grade), Google Classrooms (3rd-5th grade).	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Principal, AP, IS and Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Strategy 2: Provide teacher with necessary tools and training to embed technology in face to face and remote lessons.	
Strategy's Expected Result/Impact: Students will participate in Imagine Learning, SeeSaw (Pre K-2nd grade), Google Classrooms (3rd-5th grade).	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Principal, AP, IS, and Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2: Annual student attendance will increase from 97.7 in 2020 to 98.2 in 2021.

Evaluation Data Sources: weekly reports and attendance, final year report from 2020-2021

Summative Evaluation: None

Strategy 1: An attendance letter will be issued to students that have less than 90% attendance either virtually or face to face.		
Strategy's Expected Result/Impact: Increase our attendance rate with fewer contracts per our attendance weekly report.		Formative
Staff Responsible for Monitoring: Principal, AP, counselor, Attendance Clerk		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
Strategy 2: Attendance and discipline committees will meet every nine weeks to ensure contracts and contacts are in place.		
Teacher will contact students daily when absent. Contact will be documented in Eduphoria.		
Clerk will contact when student show up on weekly COC report and will document in Eduphoria .		
Principal, AP or counselor will complete contracts on students with excessive absences by meeting with parents and strategies for improving attendance will be shared with parents.		
Strategy's Expected Result/Impact: Students attendance rate will increase from 97.7 to 98.2 by 2021.		Formative
Staff Responsible for Monitoring: Teachers, Clerk, Principal, AP and counselor		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Develop the understanding of shared vision of Social Emotional Learning (SEL) the creates systematic change where SEL can thrive.

Evaluation Data Sources: Character education lesson from counselor one time monthly PreK-5th

Summative Evaluation: None

Strategy 1: Staff will gain a professional learning about SEL research and practice.		
Strategy's Expected Result/Impact: Awareness of SEL research and practice.		Formative
Staff Responsible for Monitoring: Principal, AP, counselor and teachers		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
Strategy 2: Students will learn to be healthy socially, emotionally and academically.		
Strategy's Expected Result/Impact: All staff will reinforce this continually.		Formative
Staff Responsible for Monitoring: Principal, AP, counselors		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: Reagan will provide a safe and supportive learning environment.

Evaluation Data Sources: Implements PBIS/CHAMPS, staff/student/parent surveys

Summative Evaluation: None

Strategy 1: Awareness training for all staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during new employee training on Darkness to Light and Stewards of Child prevention. Counselor will train staff during staff development on prevention and reporting requirements.	
Strategy's Expected Result/Impact: Staff and supportive environment	Formative
Staff Responsible for Monitoring: Principal, AP and counselor	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Reagan will use the guidance and counseling curriculum will be implemented in PK-5th discussing child abuse, bullying and conflict resolution, decision making, behavior, and other social and emotional topics.	
Strategy's Expected Result/Impact: Safe and supportive environment at Reagan.	Formative
Staff Responsible for Monitoring: Principal, AP, counselor	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 3: Teachers will be trained through PD on CHAMPS/PBIS, and Conscious Discipline. It will implemented school wide and in the classrooms.

Strategy's Expected Result/Impact: Safe and supportive environment	Formative
Staff Responsible for Monitoring: Principal, AP, counselor and teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Oct
Funding Sources: None	Jan
	Mar
	Summative
	May

Strategy 4: Train all teachers on Protocols for Safety on campus including: COVID 19, Hygiene, and Safety procedures.

Strategy's Expected Result/Impact: Staff will prepare by practicing for these type of emergencies and daily routines.	Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers, and Staff	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Oct
Funding Sources: None	Jan
	Mar
	Summative
	May

Strategy 5: Reagan will encourage parents to participate in Remind with 100% participation to increase communication.

Strategy's Expected Result/Impact: Reach more parents with information and parent participation.	Formative
Staff Responsible for Monitoring: Principal, AP and teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Oct
Funding Sources: None	Jan
	Mar
	Summative
	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5: Reagan will establish and maintain strong partnerships with parents, community and businesses.

Evaluation Data Sources: Continue to seek out parents, community and businesses to help in our school.

Summative Evaluation: None

Goal 2: Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Reagan will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Walkthrough reports and feedback

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week	
Strategy's Expected Result/Impact: Improve student learning	Formative
Staff Responsible for Monitoring: Principal, AP, IS	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Campus instructional support will provide feedback and coaching to improve classroom practices.	
Strategy's Expected Result/Impact: Support teachers	Formative
Staff Responsible for Monitoring: Principal, AP and IS	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 3: All staff will attend grade level PLC's

Strategy's Expected Result/Impact: Improve teaching and learning		Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Principal, AP and IS		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Reagan's teacher retention rate in 2020 will increase from 88.57 to 92% in 2021

Evaluation Data Sources: End of year teacher retention rate

Summative Evaluation: None

Strategy 1: Utilize culture building strategies such as teacher success with shout outs, luncheon, positive snacks and encouraging notes.	
Strategy's Expected Result/Impact: Improve teacher retention/moral.	Formative
Staff Responsible for Monitoring: Principal, AP, PTA	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Improve technology utilizing the Instructional Technology Specialist to train teachers.	
Strategy's Expected Result/Impact: Increase technology knowledge and use in the classroom	Formative
Staff Responsible for Monitoring: Principal, AP, IS and Instructional Technology Specialist	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: MAP reports, formative assessments, PLC Know/Charts, Data

Summative Evaluation: None

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring

Strategy's Expected Result/Impact: Student growth	Formative
Staff Responsible for Monitoring: Principal, AP, IS and teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning

Strategy's Expected Result/Impact: Student growth	Formative
Staff Responsible for Monitoring: Principal, AP, IS and teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

Performance Objective 2: The percentage of students reading on grade level in grades K-2 will increase by 5% from BOY MAP to EOY MAP assessment.

Targeted or ESF High Priority

Evaluation Data Sources: MAP growth

Summative Evaluation: None

Strategy 1: Reagan will follow district curriculum in literacy blocks to ensure student success.		
Strategy's Expected Result/Impact: Student growth		Formative
Staff Responsible for Monitoring: Principal, AP, IS and teachers		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
Strategy 2: Reagan IS will work with teachers during PLC's and planning time with a focus on instruction.		
Strategy's Expected Result/Impact: Teachers will grow in instruction		Formative
Staff Responsible for Monitoring: Principal, AP, IS and teachers		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Campus Funding Summary

Addendums