Ector County Independent School District

Pease Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B

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: 56% of all students in Grades K-2nd 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%, 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: monthly istation reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the data from several data sources (Istation, iRead, LLI, NWEA MAP results, Guided Reading, fluency folders, Espark, Saxon assessments, informal and formals 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will have ownership of their own learning, document their performance and progress, and be motivated to reach their goals **Staff Responsible for Monitoring:** Administrators, MCL, MTRT, Reading Coach, Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: 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.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Individual student growth in Reading. **Staff Responsible for Monitoring:** Administrators, MCLs, MTRTs, Blended Learning Coordinator, Reading Coach, **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: 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.	Formative			Summative
	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Instructional Coach, Assistant Principal, Principal, MCLs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Instructional Coach - Title One School- Improvement				

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

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

Performance Objective 2: 78% of all students in Grades K-2nd will meet or exceed their end-of-year individual growth projections based upon MAP in Math.

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%

Evaluation Data Sources: Short Cycle Assessments, NWEA MAP administered three times a year, teacher created assessments

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals **Staff Responsible for Monitoring:** Administrator, MCL, MTRT **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: 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 needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth in Math. **Staff Responsible for Monitoring:** Administrators, MCL, MTRT **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: All students in Grades K-2nd will attend STEM classes once a week to improve their Science, Technology, Engineering, and Math foundations.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: teacher-created assessments, NWEA Math MAP results, teacher observation **Staff Responsible for Monitoring:** Administrators, MCL, MTRT **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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

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

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

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: CLI assessments administered twice a year, teacher created assessments,

Strategy 1 Details	Reviews			
Strategy 1: PK will have an Opportunity Culture MTRT to provide individualized coaching to Instructional Facilitators on the grade level and lead PLCs.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Coaching and quality PLCs will assist in developing strong PK classrooms with more effective instruction. **Staff Responsible for Monitoring:** MTRT, Instructional Coach, Leadership team, Opportunity Culture coordinators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: PK teachers will visit other exemplary classrooms on campus and in the district in order to observe effective classroom management, routines, and curriculum implementation.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improvement in classroom management and as a result improved academics **Staff Responsible for Monitoring:** Instructional Coach, Principal, Assistant Principal, PreKinder MTRT, **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: PK teachers will implement Time/Voice/Body strategies and incorporate Conscious Discipline within their classrooms.	Formative			Summative
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Improved classroom management resulting in improved classroom academics
    Staff Responsible for Monitoring: Principal, Assistant Principal, MTRT, Instructional Coach,
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 5: Effective Instruction				

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

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

Performance Objective 1: 60% of all Kindergarten students in Reading 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 istation reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details			Reviews			
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, Istation, 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 & Shows and use to data to plan, reteach and drive instruction.			**Formative**			**Summative**
			Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals						
Staff Responsible for Monitoring: teachers, Administrators, Reading Coach, MTRT, MCL, Instructional Coach						
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools						
Funding Sources: Instructional Coach - Title One School- Improvement						

Strategy 2 Details			Reviews			
Strategy 2: 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.			**Formative**			**Summative**
			Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Individual student growth in reading in Kindergarten.						
Staff Responsible for Monitoring: teachers, Administrators, Reading Coach, MTRT, TRT						
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools						

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

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

Performance Objective 2: 56% of all First students Reading MAP 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 istation reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, Istation, 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 & Shows and use to data to plan, reteach and drive instruction.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals **Staff Responsible for Monitoring:** teachers, Administrators, Reading Coach, MTRT, MCL, Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Coach - Title One School- Improvement					
Strategy 2 Details		Reviews			
Strategy 2: 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.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth in reading in first grade.					

Staff Responsible for Monitoring: teachers, Administrators, Reading Coach, MTRT, TRT

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

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

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

Performance Objective 3: 56% of all Second Grade students Reading MAP 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 istation reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details				Reviews			
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, Istation, 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 & Shows and use to data to plan, reteach and drive instruction.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals							
Staff Responsible for Monitoring: teachers, Administrators, Reading Coach, MTRT, MCL							
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instructional Coach - Title One School- Improvement							

Strategy 2 Details				Reviews			
Strategy 2: 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.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth in reading in Second Grade.							
Staff Responsible for Monitoring: teachers, Administrators, Reading Coach, MTRT, TRT							
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools							

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

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

Performance Objective 4: 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			
Strategy 1: PK teachers will visit other exemplary classrooms on campus and in the district in order to observe effective classroom management, routines, and curriculum implementation.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improvement in classroom management and as a result improved academics **Staff Responsible for Monitoring:** Instructional Coach, Principal, Assistant Principal, PreKinder MTRT, **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction						
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue		

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

Performance Objective 1: Staff belonging will increase from 50% to 65% on the spring 2024 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			
Strategy 1: Monthly staff team building activities will be implemented to increase staff connectiveness and a sense of belonging.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improved school climate and increase in teacher retention. **Staff Responsible for Monitoring:** Administrators, committees, **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Formation of various campus committees to develop teamwork and teacher voice in campus decisions.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improved moral and campus culture. **Staff Responsible for Monitoring:** Administrators, teachers, staff, committees **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 2: An AVID Site Team committee, compromised of various teachers, will collaborate to align the work of AVID and Blended Learning within classrooms.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: AVID Coaching and Certification Instrument

Strategy 1 Details	Reviews			
Strategy 1: Ensure all new teaching staff are trained in AVID implementation through the ECISD AVID GROW team.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Implementation and understanding of AVID strategies	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators, teachers, AVID Site team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will incorporate WICOR strategies within their lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Rigorous and equitable instruction	Oct	Jan	Mar	May
Staff Responsible for Monitoring: AVID Site team, teachers, administrators.				

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

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

Performance Objective 3: Increase student attendance to 94% in 2023-2024

High Priority

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

Evaluation Data Sources: attendance records

Strategy 1 Details		Reviews			
Strategy 1: Establish an Attendance Committee that will meet monthly to review attendance records, establish a plan of action, and create incentives for attendance improvement.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved attendance percentage **Staff Responsible for Monitoring:** Attendance Committee, Leadership, **TEA Priorities:** Improve low-performing schools		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The attendance committee will provide committee-made campus attendance trackers for teachers.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance trackers will help make teachers aware of high-absence students. **Staff Responsible for Monitoring:** attendance committee, leadership, **TEA Priorities:** Improve low-performing schools		Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: 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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance competitions will improve ownership with students, parents, and teachers. **Staff Responsible for Monitoring:** Administration, teachers, attendance committee **ESF Levers:** Lever 3: Positive School Culture		Oct	Jan	Mar	May

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