

# **Ector County Independent School District**

## **Burleson Elementary**

### **2023-2024 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# 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 2024, 3rd-5th Grade Reading "Approaches" percentages will increase from 34% to 44% as measured by the 2024 STAAR.

**High Priority**





**HB3 Board Goal**

**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:** Burleson will use district and state assessments to measure progress.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Burleson teachers analyze student data in weekly data meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in Reading and Math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coach, and campus administrators.</p> <p><b>Title I:</b> 2.4, 2.5, 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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Extra duty pay for tutors - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher support and student achievement. <b>Staff Responsible for Monitoring:</b> Campus administrators.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Extra Duty Title I Tutors - Title One School-wide - \$40,000</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> Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement. <b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Extra duty pay - Title One School-wide - \$40,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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 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 2024, 3rd-5th Grade Math "Approaches" percentages will increase from 22% to 33% as measured by the 2024 STAAR.

**High Priority**





**HB3 Board Goal**

**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:** State and district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Burleson teachers will implement state standards in their daily lesson plans based on the scope and sequence provided by the curriculum and instruction department.</p> <p><b>Strategy's Expected Result/Impact:</b> The students will be able to demonstrate growth based on the learning standard tested in the short cycle assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coach, and campus administrators.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Extra Duty Pay - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Burleson teachers will engage in weekly data driven instruction based on the state and district assessments and teacher developed assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth will be demonstrated on the mastery of the state standards based on iStation/Imagine Math, NWEA MAP, and teacher developed assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coach, and administrators.</p> <p><b>Title I:</b> 2.4, 2.5, 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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Extra Duty Title I Tutors - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Tutors will provide individualized small group instruction during school and/or after school using district approved resources.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and campus administration</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Tutoring Services - Title One School-wide - \$40,000</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 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:** The percentage of students in K-5th students achieving or exceeding their MATH NWEA MAP will increase from 11% to 17% will reach their individual RIT Growth scores in MAP Math.

**High Priority**

**HB3 Board Goal**

**Indicators of Success:**

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

**Evaluation Data Sources:** NWEA MAP MATH, Short Cycle Assessments, teacher made assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Burleson teachers will engage in weekly data driven instruction based on the state and district assessments and teacher developed assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth will be demonstrated on the mastery of the state standards based on Imagine Math, NWEA MAP MATH, and teacher developed assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Tutorials - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Tutors will provide individualized small group instruction during school and/or after school using district approved resources.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, tutors, and administrators</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Tutoring services - Title One School-wide - \$40,000</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 4:** The percentage of students in K-5th students achieving or exceeding their READING NWEA MAP will increase from 6% to 12% will reach their individual RIT Growth scores in MAP READING.

**High Priority**

**HB3 Board Goal**

**Indicators of Success:**


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


**Evaluation Data Sources:** NWEA MAP READING: BOY, MOY, EOY; iStation, short cycle assessments, teacher made assessment.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Burleson teachers will implement state standards in their daily lesson plans based on the scope and sequence provided by the curriculum and instruction department. Teachers will post and cycle the learning objectives through their lesson.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students to reaching high average and high on NWEA MAP READING will increase from 6% to 12%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coach, and administrators.</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Tutors will provide individualized small group instruction during school and/or after school using district approved resources.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students to reaching high average and high on NWEA MAP READING will increase from 6% to 12%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, tutors, administrators</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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 No Progress

 Accomplished

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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 performing on grade level in Reading in grades kindergarten through 2nd grade on NWEA MAP Reading English will increase from 9% to 15% by the end of as follows by Spring 2024.

**High Priority**





**HB3 Board Goal**

**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%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** We will use NWEA MAP READING (BOY, MOY, EOY), short cycle assessments, teacher developed assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement on-grade level lesson plans using the district curriculum framework and resources daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>Title I:</b> 2.4, 2.5</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Coach - Title One School-wide, Tutoring - Title One School-wide, Parent Engagement materials - Title One School-wide - \$1,752</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and in-person on 100% of the staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher support and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Extra duty pay - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will analyze student data weekly in PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> campus administrators</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Instructional coach - Title One School-wide</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 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 of students performing on grade level in Reading in grades kindergarten through 2nd grade on NWEA MAP READING SPANISH will increase from 10% to 16% by the end of as follows by Spring 2024.

**High Priority**

**HB3 Board Goal**

**Indicators of Success:**

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** NWEA MAP (BOY, MOY, EOY), short cycle assessments, teacher made assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement on-grade level lesson plans using the district curriculum framework, Schoology resources, and honoring the Dual Language program model which includes honoring the language of the day based on the calendar provided.</p> <p><b>Strategy's Expected Result/Impact:</b> NWEA MAP SPANISH, iStation Spanish, short cycle assessments, teacher created assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coach, administrators</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Interventions and tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will analyze student data which includes student performance in class, reading progress on the monthly iStation assessment, and study short cycle assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reading levels will increase by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coach, administrators</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Tutorials - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May



No Progress



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:** The percent of 3rd grade students to show growth on their NWEA MAP READING ENGLISH will increase from 24% to 30% by the end of May 2024.

**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%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** NWEA MAP READING ENGLISH (BOY, MOY, EOY), iStation monthly assessment, short cycle assessment, teacher made assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement on-grade level lesson plans using the district curriculum framework, Schoology resources, and embedding the learning objective throughout the lesson.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of students to show growth will increase by 6% by May 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coach, administrators</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and in-person on 100% of the staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement a high leverage strategy from Lead4ward once a week.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators.</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></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 4:** The percent of 3rd grade students to show growth on their NWEA MAP READING SPANISH will increase from 15% to 20% by the end of May 2024.

**High Priority**

**HB3 Board Goal**





**Indicators of Success:**

3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** NWEA MAP READING SPANISH (BOY, MOY, EOY), iStation, short cycle assessments, teacher created assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement on-grade level lesson plans using the district curriculum framework, Schoology resources, and following the language (English/Spanish) of instruction from the dual language program model.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of 3rd grade Spanish NWEA MAP Reading will increase by 5% by May 2024</p> <p><b>Staff Responsible for Monitoring:</b> Teachers &amp; campus administrators</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	May



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will analyze student data which includes student performance in class, reading progress on the monthly iStation Spanish assessment, and study short cycle assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth goal on NWEA MAP SPANISH READING will increase by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></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 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 5:** The percentage of 3rd grade students to reach the Meets level on STAAR will increase from by 5% by Spring 2024.

**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%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%


**Evaluation Data Sources:** NWEA MAP (BOY, MOY, EOY), iStation, short cycle assessments, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement the grade level lesson provided by the curriculum department; teachers will follow the pacing calendar and will use the Schoology resources.</p> <p><b>Strategy's Expected Result/Impact:</b> 3rd grade students will demonstrate a 5% growth at the Meets level on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coach, administrator</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teacher will analyze student data such as NWEA MAP READING performance, iStation performance, and informal data resources such as student performance in the classroom</p> <p><b>Strategy's Expected Result/Impact:</b> 3rd grade students will demonstrate a 5% growth on their READING STAAR at the MEETS level</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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 No Progress

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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 6:** The percentage of 3rd grade students to reach the Meets level on STAAR READING SPANISH will increase from by 5% by Spring 2024.

**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:** NWEA MAP SPANISH READING (BOY, MOY, EOY), short cycle assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement the grade level lesson provided by the curriculum department; teachers will follow the pacing calendar, use the Schoology resources, and follow the language of instruction in the dual language model.</p> <p><b>Strategy's Expected Result/Impact:</b> 3rd grade READING STAAR SPANISH performance will increase by 5% at the MEETS Level.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Intervention and tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teacher will analyze student data such as NWEA MAP SPANISH READING performance, iStation Spanish performance, and informal data resources such as student performance in the classroom</p> <p><b>Strategy's Expected Result/Impact:</b> Students in 3rd grade will show a 5% growth on their SPANISH MAP READING by the end of May 2024</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</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, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Intervention and tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
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<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:** Students' self-efficacy will increase 48% to 60% as measured on the Panorama survey.





**High Priority**

**HB3 Board Goal**

**Indicators of Success:**





Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be celebrated and recognized for attendance, birthday recognitions, celebration of increased academic performance on iStation, NWEA MAP, mClass, and SCA. Students self-efficacy ratings will increase from 48% to 60% as measured by Panorama survey</p> <p><b>Strategy's Expected Result/Impact:</b> Student self-efficacy will increase as students are celebrated for increased academic and attendance performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Communities in School representative, and administration.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Student incentives for academic performance and attendance. - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** 100% of 3rd-5th grade students will utilize AVID planners in their classrooms.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will model the expectation and ensure all students stay organized. Teacher will check planners weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will see the value of staying organized.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, admin</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** Burseson's attendance will improve from 92% to 95% by the end of the 2023-2024 school year.





**High Priority**

**HB3 Board Goal**

**Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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:** Teachers will monitor and track students who have more than three absences in a two week period. Teachers will contact families after the third absence. The Community in Schools representative will also assist in supporting student attendance by calling the families and offering assistance. An attendance tracker will also be used to monitor grade level attendance.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus expectation will be to communicate absences to families as defined in the attendance policy. Staff will receive training on district policy and will be expected to communicate with families through School Status. Attendance incentive programs will be in place for improved attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance will be closely monitored by teachers, Community in Schools representative, clerk, and administration; teachers will contact families after three absences in a two week period. Attendance will increase from 92% to 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance will be closely monitored by teachers, Community in Schools representative, clerk, and administration.</p> <p><b>Title I:</b> 2.4, 2.5, 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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Incentives to celebrate students for perfect attendance. - Title One School-wide</p>	Formative			Summative
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