

# Ector County Independent School District

## Lee Buice Elementary

### 2022-2023 Campus Improvement Plan



# Board Goals

**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 46% to 60% by May 2024 across all tested content areas.

**Performance Objective 1:** The percentage of students reading on grade level in grades K-5 will increase 4% from the BOY MAP to EOY MAP assessment.

**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:** MAP assessment reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students who are struggling will participate in weekly intervention through tutoring, RTI, and in-class intervention to reach grade level potential.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach grade level potential in reading and math on MAP testing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> IXL Intervention - Reading &amp; Math - Title One Instructional Continuity - \$16,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will receive after school tutoring provided by their classroom teacher to fill in academic gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach grade level potential in reading and math on MAP testing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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 be utilized as instructional coaches for their grade levels. They will plan, mentor, and provide instructional support for their grade/content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional support teachers will be available to support and mentor their fellow grade level team members.</p> <p><b>Staff Responsible for Monitoring:</b> Admin.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p><b>Funding Sources:</b> - Title One School-wide - \$105,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Dyslexia teachers will provide tier 2 &amp; 3 intervention during tutorials for struggling readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase reading levels and abilities through high-impact tutoring sessions provided by dyslexia teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</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:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 46% to 60% by May 2024 across all tested content areas.





**Performance Objective 2:** The percentage of students achieving growth for math from BOY to EOY measured by the MAP assessment, will increase 4%.

**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:** MAP assessment reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will participate in intervention through an individualized plan utilizing the MAP assessment results (individual student profile report).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet their growth target on the EOY MAP assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students identified as performing below grade level and/or having difficulty with on grade content will participate in weekly intervention through tutoring, RTI, and in-class intervention to reach grade level potential.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach grade level potential in reading and math on MAP testing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>- Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will receive after school tutoring provided by their classroom teacher to fill in academic gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach grade level potential in reading and math on MAP testing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will be utilized as instructional coaches for their grade levels. They will plan, mentor, and provide instructional support for their grade/content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional support teachers will be available to support and mentor their fellow grade level team members.</p> <p><b>Staff Responsible for Monitoring:</b> Admin.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Dyslexia teachers will provide tier 2 &amp; 3 intervention to struggling readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Struggling readers will improve reading skills and abilities through high-impact tutoring provided by dyslexia teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	<b>Formative</b>			<b>Summative</b>
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**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 46% to 60% by May 2024 across all tested content areas.

**Performance Objective 3:** Students achieving the Meets Standard on state assessments in Math will increase in each tested grade level by May 2023.

3rd Grade Math from 29% to 40%

4th Grade Math from 42% to 50%

5th Grade Math from 47% to 55%





**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

**Evaluation Data Sources:** State Accountability

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Buice will use formal and informal assessments to identify students who are performing at the "meets" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to master the grade level content.</p> <p><b>Strategy's Expected Result/Impact:</b> Buice will use formal and informal assessments to identify students who are performing at the "meets" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to master the grade level content.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Admin</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Forde and Ferrier and think up (Mentoring Minds) books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.</p> <p><b>Strategy's Expected Result/Impact:</b> A higher number of students will score in the masters status range on the benchmark assessments in the fall and the district benchmark in January.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will go to Saturday school for 3-5 Saturdays in the fall and in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentages of meets and masters status on STAAR</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Guided reading and guided math will be utilized in K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student knowledge in the areas of math and reading in all grade levels</p> <p><b>Staff Responsible for Monitoring:</b> Admin/ walkthroughs</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teacher teams will frequently evaluate student-facing work to identify gaps between student products and the exemplars. (DDI) These gaps will drive the creation of re-teach plans.</p> <p><b>Strategy's Expected Result/Impact:</b> This practice will lead to targeted instruction, based on data, and will result in higher rates of achievement on all assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Coaches/ Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students who are struggling will participate in weekly intervention through tutoring, RTI, and in-class intervention to reach grade level potential.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach grade level potential in reading and math on MAP testing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>- Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Students will receive after school tutoring provided by their classroom teacher to fill in academic gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach grade level potential in reading and math on MAP testing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Teachers will be utilized as instructional coaches for their grade levels. They will plan, mentor, and provide instructional support for their grade/content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional support teachers will be available to support and mentor their fellow grade level team members.</p> <p><b>Staff Responsible for Monitoring:</b> Admin.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 46% to 60% by May 2024 across all tested content areas.

**Performance Objective 4:** Students achieving the Meets Standard on state assessments in Reading will increase in each tested grade level by May 2023.

3rd Grade Reading from 40% to 50%

4th Grade Reading from 53% to 60%

5th Grade Reading from 59% to 65%

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%





**Evaluation Data Sources:** State Accountability

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will utilize student assessment data to form tutoring/intervention groups for students to grow to meets status in math by using teacher tutoring, day tutors, and after school tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase on meets percentages in each grade level for math on benchmark assessments, and the January released test.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Forde and Ferrier and Think-Up (Mentoring Minds) books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on 3rd-5th math benchmark assessments</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will go to Saturday school for 3- 5 Saturdays in the fall and spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status.</p> <p><b>Strategy's Expected Result/Impact:</b> An increased percentage of students reaching meets and masters status on all STAAR tests.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Buice will use formal and informal assessments to identify students who are performing at the "approaches" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to perform at the "meets" grade level content.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students reaching meets status on the math benchmark assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Admin</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Guided math will be utilized in all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance and student knowledge in math in all grade levels</p> <p><b>Staff Responsible for Monitoring:</b> Admin/ walkthroughs</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will utilize TEKS target in math daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in knowledge and retention in math for all students K-5.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ admin Walkthroughs</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent, data driven instruction in classrooms and in tutoring, resulting in an increase in scores on benchmark assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Admin/ Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> All Buice teachers will utilize "Do the Math" for math intervention weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement for struggling learners in math</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Admin</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Students who are struggling will participate in weekly intervention through tutoring, RTI, and in-class intervention to reach grade level potential.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach grade level potential in reading and math on MAP testing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Students will receive after school tutoring provided by their classroom teacher to fill in academic gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach grade level potential in reading and math on MAP testing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Teachers will be utilized as instructional coaches for their grade levels. They will plan, mentor, and provide instructional support for their grade/content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional support teachers will be available to support and mentor their fellow grade level team members.</p> <p><b>Staff Responsible for Monitoring:</b> Admin.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Dyslexia teachers will provide tier 2 &amp; 3 tutoring to struggling readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Struggling readers will improve reading ability through high-impact tutoring by dyslexia teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
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**Board Goal 2:** The percentage of 3rd grade students reading at or above grade level will increase from 54% to 65% by May 2024.

**Performance Objective 1:** Kindergarten reading achievement scores for students at or above grade level for MAP will increase 5% by May 2023.

**Indicators of Success:**

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%

**Evaluation Data Sources:** MAP Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, Saturday School, and Air Tutor in order to reach grade level potential.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic readiness will improve, and students will enter first grade on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Admin</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title One School-wide - \$28,274</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dyslexia teachers will provide intervention for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student test scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math -</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Board Goal 2:** The percentage of 3rd grade students reading at or above grade level will increase from 54% to 65% by May 2024.

**Performance Objective 2:** First Grade reading achievement scores for students at or above grade level for MAP will increase 5% by May 2023.

**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:** MAP scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and Air Tutor in order to reach grade level potential.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach grade level in reading and math on MAP testing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math -</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dyslexia teachers will provide intervention for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student test scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math -</p>	<b>Formative</b>			<b>Summative</b>
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**Board Goal 2:** The percentage of 3rd grade students reading at or above grade level will increase from 54% to 65% by May 2024.





**Performance Objective 3:** Second Grade reading achievement scores for students at or above grade level for MAP will increase 5% by May 2023.

**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:** MAP Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and Air Tutor in order to reach grade level potential.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach grade level potential on MAP testing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Admin</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dyslexia teachers will provide intervention for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student test scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math -</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 2:** The percentage of 3rd grade students reading at or above grade level will increase from 54% to 65% by May 2024.





**Performance Objective 4:** Third Grade reading achievement scores for students at or above grade level for MAP will increase 5% by May 2023.

**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:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and Air Tutor in order to reach grade level potential.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach grade level potential in reading and math on MAP testing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Admin</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dyslexia teachers will provide intervention for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student test scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math -</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Board Goal 2:** The percentage of 3rd grade students reading at or above grade level will increase from 54% to 65% by May 2024.





**Performance Objective 5:** Third Grade reading scores for students at or above Meets achievement for STAAR will increase 5% by May 2023.

**HB3 Board Goal**

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** STAAR test scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and Air Tutor in order to reach grade level potential.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will achieve success at grade level in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dyslexia teachers will provide intervention for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student test scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>-</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
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**Board Goal 3:** The percentage of high school graduates considered College, Careers, or Military Ready will increase from 5% by May 2024.

**Performance Objective 1:** Buice Elementary will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systematic change where SEL can thrive and students can be safe and happy and feel connected to their school through parent engagement.

**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 Data, discipline referrals, SEL lesson plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will engage in professional learning about SEL research and practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are healthy socially, emotionally, as well as academically successful</p> <p><b>Staff Responsible for Monitoring:</b> Counselor/ Admin/ Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title One School-wide - \$2,086</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will provide SEL lessons and activities daily in their classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn how to appropriate interact and respond to external stimuli using the skills and tools learned during the SEL lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher/Admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
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**Board Goal 3:** The percentage of high school graduates considered College, Careers, or Military Ready will increase from 5% by May 2024.





**Performance Objective 2:** Buice Elementary will provide a safe and supportive learning environment for all students so that they will feel connected to the school.

**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:** Training sign-in sheets, training agenda/ documentation, Documentation of counseling lessons  
Panorama Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Awareness training for 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 required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be prepared to address all student needs in this area, and will know the protocol and procedures for reporting and referring.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor/ Teacher/ Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of staff on procedures and processes for identifying and intervening in crisis situations.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Teacher, Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teacher discipline management programs will be evaluated for alignment to CHAMPS/ PBIS.</p> <p><b>Strategy's Expected Result/Impact:</b> School-wide implementation of CHAMPS and fewer discipline issues/referrals</p> <p><b>Staff Responsible for Monitoring:</b> teachers/ Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Safety drills will be done periodically and any issues will be reviewed and fixed.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will be prepared in the event of an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All staff will be trained in the emergency response program SRP in order to be prepared to react in any emergency including, lockdown, lock out and fire or weather hazard.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will be prepared for any emergency situation.</p> <p><b>Staff Responsible for Monitoring:</b> Admin/ ECISD PD</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Board Goal 3:** The percentage of high school graduates considered College, Careers, or Military Ready will increase from 5% by May 2024.





**Performance Objective 3:** Buice Elementary student attendance will increase by 2% from May 2022 to May 2023.

**High Priority**

**Indicators of Success:**

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

**Evaluation Data Sources:** Attendance Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Buice will provide individualized support for students that includes interventions and rewards, as well as consequences to help improve attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance rates. Likelihood of student success will increase</p> <p><b>Staff Responsible for Monitoring:</b> Teacher/ counselor/ attendance clerk/ admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Attendance contracts will be done on all students reaching the 90% or less threshold on absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance rates and fewer contracts for attendance will be needed as the school year progresses</p> <p><b>Staff Responsible for Monitoring:</b> Teacher/ counselor/ attendance clerk/ admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Attendance incentive will continue this year. Award for best attendance rate will be given every two weeks in k-2 and 3-5. The class with the highest attendance rate will get to have a sign on their door with the Buice attendance here on it and will be posted on the website/social media page.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance</p> <p><b>Staff Responsible for Monitoring:</b> counselor/ admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
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**Board Goal 3:** The percentage of high school graduates considered College, Careers, or Military Ready will increase from 5% by May 2024.





**Performance Objective 4:** Buice Elementary teachers that are AVID trained will implement one AVID strategy per month for the 2022-2023 school year.

**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:** Walkthroughs, Lesson plans, Photos

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus-level AVID coordinator will demonstrate one new AVID strategy per month during PLCs.  <b>Strategy's Expected Result/Impact:</b> Teachers will use AVID strategies to improve student success.  <b>Staff Responsible for Monitoring:</b> Admin/ Instructional coach</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement one AVID strategy per month in their classrooms, in addition to require students to use a daily calendar.  <b>Strategy's Expected Result/Impact:</b> Students will become more organized and will know how to utilize different stimuli to demonstrate mastery of content.  <b>Staff Responsible for Monitoring:</b> Teachers/Admin</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				