

Agenda of Regular Meeting

The Board of Trustees Ector County Independent School District

A Regular Meeting of the Board of Trustees of Ector County Independent School District will be held September 19, 2023, beginning at 6:00 PM.

The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Pledge Allegiance to US and Texas Flags:
Bonham Middle School Students Bella Fortune and Maelee Fortune
4. Invocation: Lead Pastor Donnie Williams, The Bridge Church
5. Special Presentations:
Recognition of Advanced Placement Scholars
Introduction of UIL State VASE Qualifiers
Presentation of Education Foundation 2023-24 Grants
6. Opening Remarks by Superintendent
7. Public Comment
8. Board Policy
 - A. Discussion of and Request for Approval of TASB Local Policy Update 121 Revisions: DEA(LOCAL): Compensation and Benefits: Compensation Plan 4
9. Action Items
 - A. Discuss and Consider Adoption of an Order directing the Defeasance and Redemption of all of the District's Outstanding Unlimited Tax School Building Bonds, Series 2013, all of the District's Outstanding Unlimited Tax Refunding Bonds, Series 2020-A; and a portion of the District's Outstanding Unlimited Tax Refunding Bonds, Series 2016; in the Aggregate Principal amount of \$34,435,000; and Levying an Ad Valorem Tax in payment thereof; and enacting other provisions relating to the subject 12
 - B. Discussion of and Request for Approval of Ordinance to Set 2023 Tax Rate for 2023-2024 34
 - C. Discussion of and Request for Approval of Purchases over \$50,000 36
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F. Request for Approval of Interlocal Agreement between Ector County ISD and Region 18 for Reading Academies	910
G. Request for Approval of Extracurricular Status of 4-H Organization Resolution and Adjunct Staff Members	917
H. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Children with Disabilities	923
I. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Parent Power Program	936
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D. Routine Personnel Report	983
13. Closing Remarks by Superintendent	
14. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.] Section 551.082 of the Texas Government Code [Board will deliberate a complaint or charge brought against an employee of the school district by another employee.] (Level III Grievance Hearing - Rachel Hurford)	

A. Possible Action Concerning Level III Grievance Hearing - Rachel Hurford
15. Adjournment

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Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Anthony Sorola, Associate Superintendent of Athletics, Human Capital, and Operations

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF TASB LOCAL POLICY UPDATE 121 REVISIONS: DEA(LOCAL) - COMPENSATION AND BENEFITS: COMPENSATION PLAN

DATE: September 19, 2023

The Administration requests Board approval of TASB Local Policy Update 121 revisions: DEA(LOCAL) – Compensation and Benefits: Compensation Plan. Update 121 included revisions to legal policies based on legislative and regulatory changes. TASB recommends routine revisions to DEA(LOCAL) to provide further clarification and minimize redundancy.

Administrative Recommendation:

Approval of TASB Local Policy Update 121 revisions: DEA(LOCAL) – Compensation and Benefits: Compensation Plan.

Additional Update 121 Revisions (Revised 9/1/23)

The Superintendent shall recommend an annual compensation plan for all District employees. The compensation plan may include wage and salary structures, stipends, benefits, and incentives. [See also DEAA] The recommended plan shall support District goals for hiring and retaining highly qualified employees. The Board shall review and approve the compensation plan to be used by the District. The Board shall also determine the total compensation package for the Superintendent. [See BJ series]

Pay Administration

The Superintendent shall implement the compensation plan and establish procedures for plan administration consistent with the budget. The ~~Superintendent or designee shall classify~~ **classification of** each job title within the compensation plan **shall be** based on the qualifications, duties, and market value of the position.

Annualized Salary

The District shall pay all salaried employees over 12 months in equal monthly or ~~bimonthly~~ **semi-monthly** installments, regardless of the number of months employed during the school year. Salaried employees hired during the school year shall be paid in accordance with administrative regulations.

Pay Increases

The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. ~~The Superintendent or designee shall determine~~ **Any** pay adjustments for individual employees, **shall be determined** within the approved budget following established procedures.

~~Mid-Year~~ **Midyear**
Pay Increases

Contract
Employees

A contract employee's pay may be increased after performance on the contract has begun only if authorized by the compensation plan of the District or there is a change in the employee's job assignment or duties during the term of the contract that warrants additional compensation. Any such changes in pay that do not conform with the compensation plan shall require Board approval. [See DEA(LEGAL) for provisions on pay increases and public hearing requirements].]

Noncontract
Employees

The Superintendent may grant a pay increase to a noncontract employee after duties have begun because of a change in the employee's job assignment or to address pay equity. The Superintendent shall report any such pay increases to the Board at the next regular meeting.

Pay During Closing

During any emergency closure for which the workdays are not scheduled to be made up at a later date, the continued payment of employees for their regular duty shall be authorized by Board resolution. The resolution shall reflect the purpose served by the expenditure.

A resolution may be adopted to address a specific closure or to cover payment during any closure that occurs during the effective period of the resolution, if any, or until Board action is taken to rescind the resolution.

~~During an emergency closure, all employees shall continue to be paid for their regular duty schedule unless otherwise provided by Board action.~~ **[See EB for the authority to close schools.]**

Board Resolution

The Board shall adopt a resolution or take other Board action establishing the purpose and parameters for ~~“Pay During Closing-”~~ **pay during closing.**

Premium Pay
During Disasters

Nonexempt employees who are required to work during an emergency closing for a disaster, as declared by a federal, state, or local official or the Board, shall be paid premium pay, defined as pay at a rate of one and one-half times an employee’s regular rate of pay for all hours worked up to 40 hours per week.

Overtime for time worked over 40 hours in a week shall be calculated and paid according to law. [See DEAB] The Superintendent ~~or designee~~ shall approve payments and ensure that accurate time records are kept of actual hours worked during emergency closings.



Update 121

Local Policy Overview

DEA(LOCAL)

COMPENSATION AND BENEFITS: COMPENSATION PLAN

- TASB has recommended replacing *bimonthly* pay with a more specific, widely used *semi-monthly* to prevent confusion about pay frequency.

Annualized Salary

The District shall pay all salaried employees over 12 months in equal monthly or ~~bimonthly~~ semi-monthly installments, regardless of the number of months employed during the school year. Salaried employees hired during the school year shall be paid in accordance with administrative regulations.

DEA(LOCAL)

COMPENSATION AND BENEFITS: COMPENSATION PLAN

- The policy style and the circumstances under which certain employees will receive premium pay during an emergency closing for a disaster are being revised.

Pay During Closing

During any emergency closure for which the workdays are not scheduled to be made up at a later date, the continued payment of employees for their regular duty shall be authorized by Board resolution. The resolution shall reflect the purpose served by the expenditure.

A resolution may be adopted to address a specific closure or to cover payment during any closure that occurs during the effective period of the resolution, if any, or until Board action is taken to rescind the resolution.

~~During an emergency closure, all employees shall continue to be paid for their regular duty schedule unless otherwise provided by Board action. [See EB for the authority to close schools.]~~

Resolution of the Board Regarding Wage Payments and Premium Pay During Extended Disruption of Normal District Operations

WHEREAS, the Board is authorized by Texas Education Code section 45.105 to expend funds of Ector County Independent School District for purposes necessary in the conduct of the public schools as determined by the Board;

WHEREAS, the Board acknowledges that during an extended disruption of normal District operations, some District employees are instructed not to report for work (hereinafter, "idled" employees), while other employees may be required to report for work at ECISD facilities, and yet others may be authorized to work from home;

WHEREAS, the Board finds that a need exists to address compensation for all employees during an extended disruption of normal District operations, including those employees who are idled as well as those who are required to work during the disruption;

WHEREAS, the Board determines that employees who are instructed not to report to work may suffer a loss of pay during an extended disruption of normal District operations;

WHEREAS, the Board concludes that continuing compensation payments to all regular employees—contractual and noncontractual, salaried and non-salaried—who suffer a loss in pay due to an extended disruption of normal District operations serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when the District resumes its normal operations;

WHEREAS, the Board concludes that as to those nonexempt hourly employees who are required to report for work to an ECISD worksite during an extended disruption of normal District operations while other nonexempt hourly employees remain at home, the Board further concludes that payment of these employees at a premium rate serves the public purposes of maintaining morale, providing equity between idled nonexempt hourly employees and those nonexempt hourly employees who are required to work at an ECISD worksite; and

WHEREAS, with the exception of essential employees in limited circumstances as determined by the Superintendent, nonexempt hourly employees who are authorized to work from home during an extended disruption of normal District operations shall not be entitled to premium pay; and

WHEREAS, the term "an extended disruption of normal District operations" shall mean a disruption due to circumstances beyond the District's control which lasts at least one full workday or longer.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ector County Independent School District authorizes continued compensation payments to all employees—contractual and noncontractual, salaried and non-salaried—for their regular duty schedule as well as any supplemental duty assignments, without regard to whether or not an employee is instructed to work during an extended disruption of normal District operations.

COMPENSATION AND BENEFITS
COMPENSATION PLAN


DEA
(EXHIBIT)

BE IT FURTHER RESOLVED that the Superintendent shall have the authority to determine which hourly, nonexempt employees will be entitled to premium pay, within the District's adopted budget and in accordance with the Board-adopted compensation plan, as a result of being required to work at a District's worksite or, in the case of an essential employee, being authorized to work from home to continue the essential operations of the District. The Board retains the authority to review the Superintendent's decisions regarding premium pay for hourly, nonexempt staff.

The Superintendent shall have the authority to designate essential employees during an extended disruption of normal District operations, to determine the essential operations of the District and the ways in which essential employees will be required to perform their duties.

The authority of the Superintendent granted by this resolution is effective during any period of an extended disruption of normal District operations, as defined in this Resolution.

PASSED AND APPROVED this 21st day of June, 2022 by the Board of Trustees for the Ector County Independent School District.


By: Dr. Steve Brown, President


Attest: Mr. Chris Stanley, Secretary



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSS AND CONSIDER ADOPTION OF AN ORDER DIRECTING THE DEFEASANCE AND REDEMPTION OF ALL OF THE DISTRICT'S OUTSTANDING UNLIMITED TAX SCHOOL BUILDING BONDS, SERIES 2013, ALL OF THE DISTRICT'S OUTSTANDING UNLIMITED TAX REFUNDING BONDS, SERIES 2020-A, AND A PORTION OF THE DISTRICT'S OUTSTANDING UNLIMITED TAX REFUNDING BONDS, SERIES 2016, IN THE AGGREGATE PRINCIPAL AMOUNT OF \$34,435,000; AND LEVYING AN AD VALOREM TAX IN PAYMENT THEREOF; AND ENACTING OTHER PROVISIONS RELATING TO THE SUBJECT**

DATE: September 19, 2023

Attached is:

A resolution for the defeasance and redemption of a portion of the following bonds totaling \$34,435,000 for a savings of \$6,137,250 in future interest costs.

- Unlimited Tax School Building Bonds, Series 2013
(Principal to be Prepaid = \$12,290,000 | Savings = \$3,020,250.00)
- Unlimited Tax Refunding Bonds, Series 2016
(Principal to be Prepaid = \$13,370,000 | Savings = \$1,011,000.00)
- Unlimited Tax Refunding Bonds, Series 2020-A
(Principal to be Prepaid = \$8,775,000 | Savings = \$2,106,000.00)

An escrow agreement to hold the funds until such time the bonds are callable.

Administrative Recommendation:

Approval of defeasance and redemption of a portion of Series 2013, Series 2016 and Series 2020-A Bonds.

AN ORDER DIRECTING THE DEFEASANCE AND REDEMPTION OF ALL OF THE DISTRICT'S OUTSTANDING UNLIMITED TAX SCHOOL BUILDING BONDS, SERIES 2013, ALL OF THE DISTRICT'S OUTSTANDING UNLIMITED TAX REFUNDING BONDS, SERIES 2020-A, AND A PORTION OF THE DISTRICT'S OUTSTANDING UNLIMITED TAX REFUNDING BONDS, SERIES 2016, IN THE AGGREGATE PRINCIPAL AMOUNT OF \$34,435,000; LEVYING AN AD VALOREM TAX IN PAYMENT THEREOF; AND ENACTING OTHER PROVISIONS RELATING TO THE SUBJECT

WHEREAS, Ector County Independent School District (the "District") has issued and has outstanding the following bonds heretofore approved by voters pursuant to Sections 45.001 and 45.003, Texas Education Code:

Ector County Independent School District Unlimited Tax School Building Bonds, Series 2013, dated February 15, 2013, currently outstanding in the aggregate principal amount of \$12,290,000 (the "Series 2013 Bonds"); and

Ector County Independent School District Unlimited Tax Refunding Bonds, Series 2016, dated October 15, 2016, currently outstanding in the aggregate principal amount of \$25,360,000 (the "Series 2016 Bonds")

Ector County Independent School District Unlimited Tax Refunding Bonds, Series 2020-A, dated November 15, 2020, currently outstanding in the aggregate principal amount of \$8,775,000 (the "Series 2020-A Bonds", and together with the Series 2013 Bonds and Series 2016 Bonds, the "Outstanding Bonds"); and

WHEREAS, the Outstanding Bonds may be redeemed prior their stated maturities at the option of the District at a redemption price equal to the principal to be redeemed plus accrued interest to the date of redemption, and such redemption will reduce future debt payment requirements of the District;

WHEREAS, Section 45.001 of the Texas Education Code authorizes the District to levy, pledge, assess, and collect annual ad valorem taxes sufficient to pay the principal of and interest on the Outstanding Bonds before the principal and interest become due; and

WHEREAS, this Board of Trustees of the District finds and determines that it is necessary and in the best interests of the District to defease, redeem and discharge a portion of the Outstanding Bonds; and

WHEREAS, it is hereby officially found and determined that the meeting at which this Order was passed was open to the public, and public notice of the time, place, and purpose of said meeting was given, all as required by Chapter 551, Texas Government Code.

THEREFORE, BE IT ORDERED BY THE BOARD OF TRUSTEES OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT:

Section 1. The District hereby exercises its option to redeem a portion of the Series 2013 Bonds on February 15, 2024 (the "2013 Bonds Redemption Date"), in the aggregate principal amount of \$12,290,000, to be applied to the following:

<u>Original Maturity Date</u>	<u>Series 2013 Bonds</u>	
	<u>Principal Amount Outstanding</u>	<u>Principal Amount Being Redeemed</u>
August 15, 2024	\$ 1,200,000	\$ 1,200,000
August 15, 2025	1,250,000	1,250,000
August 15, 2033	9,840,000	9,840,000
	<u>\$12,290,000</u>	<u>\$12,290,000</u>

Section 2. The District hereby exercises its option to redeem a portion of the Series 2016 Bonds on August 15, 2025 (the “2016 Bonds Redemption Date”), in the aggregate principal amount of \$12,290,000, to be applied to the following:

<u>Original Maturity Date</u>	<u>Series 2016 Bonds</u>	
	<u>Principal Amount Outstanding</u>	<u>Principal Amount Being Redeemed</u>
August 15, 2024	\$ 5,840,000	\$ 0
August 15, 2025	6,150,000	0
August 15, 2026	6,520,000	6,520,000
August 15, 2027	6,850,000	6,850,000
	<u>\$25,360,000</u>	<u>\$13,370,000</u>

Section 3. The District hereby exercises its option to redeem a portion of the Series 2020-A Bonds on August 15, 2029 (the “2020-A Bonds Redemption Date”, and together with the 2013 Bonds Redemption Date and 2016 Bonds Redemption Date, the “Redemption Date”), in the aggregate principal amount of \$8,775,000, to be applied to the following:

<u>Original Maturity Date</u>	<u>Series 2020-A Bonds</u>	
	<u>Principal Amount Outstanding</u>	<u>Principal Amount Being Redeemed</u>
August 15, 2037	\$8,775,000	\$8,775,000
	<u>\$8,775,000</u>	<u>\$8,775,000</u>

Section 4. (a) The District hereby directs that the Outstanding Bonds be called for redemption in the amounts and on the dates and as set forth in Sections 1 through 3, respectively. Each of such Outstanding Bonds shall be redeemed at the redemption price of par plus accrued interest.

(b) In addition, the appropriate notices of redemption and defeasance for the Outstanding Bonds are hereby directed to be given as specified by the orders authorizing the issuance of the applicable series of Outstanding Bonds and appropriate arrangements shall be made as specified by said orders authorizing the issuance of the applicable series of Outstanding Bonds and in accordance with State law so that the Outstanding Bonds may be redeemed on their respective redemption dates. The Outstanding Bonds shall be presented for redemption at the paying agent/registrars therefore, and shall not bear interest after the applicable date fixed for redemption.

Section 5. On or before February 15, 2024 (the “Defeasance Date”), the District shall deposit with or make available to The Bank of New York Mellon Trust Company, National Association, as Paying Agent/Registrar for the Bonds, funds in an amount sufficient to pay (i) the interest to come due on August 15, 2024, February 15, 2025, and August 15, 2025 on the Series 2016 Bonds called for

Redemption; (ii) the interest to come due on August 15, 2024, February 15, 2025, August 15, 2025, February 15, 2026, August 15, 2026, February 15, 2027, August 15, 2027, February 15, 2028, August 15, 2028, February 15, 2029, and August 15, 2029 on the Series 2020-A Bonds called for redemption; (iii) the principal amount on the 2013 Bonds Redemption Date of the Series 2013 Bonds called for redemption; (iv) the principal amount on the 2016 Bonds Redemption Date of the Series 2016 Bonds called for redemption; and (v) the principal amount on the 2020-A Bonds Redemption Date of the Series 2020-A Bonds called for redemption.

Section 6. The President of the Board, the Superintendent of the District, or the Chief Financial Officer of the District are hereby authorized and directed to execute and deliver an Escrow Agreement with the Escrow Agent, in substantially the form presented at this meeting, and to authorize and execute such contributions and investments as may be necessary for the Escrow Fund. Legally available funds of the District are hereby authorized and appropriated in the amounts necessary for such purpose.

Section 7. The officers and employees of the District are hereby authorized and directed to take such actions and to execute and deliver such documents, certificates and receipts, including without limitation notices of defeasance and redemption with respect to the Outstanding Bonds to be defeased and redeemed, as necessary or appropriate to consummate the transactions authorized by this Order and to defease and redeem said Outstanding Bonds in accordance with the provisions and requirements of said Outstanding Bonds.

PASSED AND APPROVED the 19th day of September, 2023.

Secretary, Board of Trustees

President, Board of Trustees

ESCROW AGREEMENT

Ector County Independent School District
Unlimited Tax Refunding Bonds, Series 2016
Unlimited Tax Refunding Bonds, Series 2020-A

THIS ESCROW AGREEMENT, dated as of February 15, 2024 (herein, together with any amendments or supplements hereto, called the “Agreement”) is entered into by and between the Ector County Independent School District (herein called the “Issuer”) and The Bank of New York Mellon Trust Company, National Association, Dallas, Texas, as escrow agent (herein, together with any successor in such capacity, called the “Escrow Agent”). The addresses of the Issuer and the Escrow Agent are shown on Exhibit “A” attached hereto and made a part hereof.

W I T N E S S E T H:

WHEREAS, the Issuer heretofore issued and there presently remain outstanding the obligations (the “Refunded Obligations”) described in the Verification Report of Public Finance Partners LLC (the “Report”) relating to the Refunded Obligations, attached hereto as Exhibit “B” and made a part hereof; and

WHEREAS, the Refunded Obligations are scheduled to mature in such years, bear interest at such rates, and be payable at such times and in such amounts as are set forth in the Report; and

WHEREAS, when firm banking arrangements have been made for the payment of principal and interest to the maturity or redemption dates of the Refunded Obligations, then the Refunded Obligations shall no longer be regarded as outstanding except for the purpose of receiving payment from the funds provided for such purpose; and

WHEREAS, Chapter 1207, Texas Government Code (“Chapter 1207”), authorizes the Issuer to issue refunding bonds and to deposit the proceeds from the sale thereof, and any other available funds or resources, directly with any paying agent for the Refunded Obligations, or a trust company or commercial bank that does not act as a depository for the Issuer, and such deposit, if made before such payment dates and in sufficient amounts, shall constitute the making of firm banking and financial arrangements for the discharge and final payment of the Refunded Obligations; and

WHEREAS, Chapter 1207 further authorizes the Issuer to enter into an escrow agreement with any such paying agent for any of the Refunded Obligations, or a trust company or commercial bank that does not act as a depository for the Issuer, with respect to the safekeeping, investment, administration and disposition of any such deposit, upon such terms and conditions as the Issuer and such paying agent, trust company or commercial bank may agree, provided that such deposits may be invested only in obligations described in Section 1207.062 of Chapter 1207, which obligations may be in book entry form, and which shall mature and/or bear interest

payable at such times and in such amounts as will be sufficient to provide for the scheduled payment of principal and interest on the Refunded Obligations when due; and

WHEREAS, the Escrow Agent is the paying agent for the Refunded Obligations (in such capacity, the “Paying Agent”), and this Agreement constitutes an escrow agreement of the kind authorized and required by said Chapter 1207; and

WHEREAS, Chapter 1207 makes it the duty of the Escrow Agent to comply with the terms of this Agreement and timely make available to the Paying Agent for the Refunded Obligations the amounts required to provide for the payment of the principal of and interest on such obligations when due, and in accordance with their terms, but solely from the funds, in the manner, and to the extent provided in this Agreement; and

WHEREAS, the Issuer desires that funds to be provided by the Issuer to the Escrow Agent shall be deposited to the credit of the Escrow Fund created pursuant to the terms of this Agreement and applied to purchase certain obligations described in Section 1207.062 of Chapter 1207, hereinafter defined as the “Escrowed Securities” for deposit to the credit of the Escrow Fund created pursuant to the terms of this Agreement and to establish a beginning cash balance (if needed) in such Escrow Fund; and

WHEREAS, the Escrowed Securities shall mature and the interest thereon shall be payable at such times and in such amounts so as to provide moneys which, together with cash balances from time to time on deposit in the Escrow Fund, will be sufficient to pay interest on the Refunded Obligations as it accrues and becomes payable and the principal of the Refunded Obligations on their maturity dates or dates of redemption; and

WHEREAS, to facilitate the receipt and transfer of proceeds of the Escrowed Securities, particularly those in book entry form, the Issuer desires to establish the Escrow Fund at the principal corporate trust office of the Escrow Agent.

NOW, THEREFORE, in consideration of the mutual undertakings, promises and agreements herein contained, the sufficiency of which hereby are acknowledged, and to secure the full and timely payment of principal of and the interest on the Refunded Obligations, the Issuer and the Escrow Agent mutually undertake, promise, and agree for themselves and their respective representatives and successors, as follows:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Recitals. The recitals set forth in the preamble hereof are incorporated herein and shall have the same force and effect as if set forth in this Section.

Section 1.02. Definitions. Unless the context clearly indicates otherwise, the following terms shall have the meanings assigned to them below when they are used in this Agreement:

“Code” means the Internal Revenue Code of 1986, as amended, or to the extent applicable the Internal Revenue Code of 1954, together with any other applicable provisions of any successor federal income tax laws.

“Escrow Fund” means the fund created by this Agreement to be administered by the Escrow Agent pursuant to the provisions of this Agreement.

“Escrowed Securities” means, subject to any restrictions set forth in any order, ordinance or resolution of the Issuer authorizing the issuance of the Refunded Obligations, the obligations permitted by Section 1207.062 of Chapter 1207 as described in the Report or cash or other obligations permitted by Section 1207.062 of Chapter 1207 substituted therefor pursuant to Article IV of this Agreement.

Section 1.03. Other Definitions. The terms “Agreement”, “Issuer”, “Escrow Agent”, “Refunded Obligations”, “Refunding Obligations,” “Report” and “Paying Agent”, when they are used in this Agreement, shall have the meanings assigned to them in the preamble to this Agreement.

Section 1.04. Interpretations. The titles and headings of the articles and sections of this Agreement have been inserted for convenience and reference only and are not to be considered a part hereof and shall not in any way modify or restrict the terms hereof. This Agreement and all of the terms and provisions hereof shall be liberally construed to effectuate the purposes set forth herein and to achieve the intended purpose of providing for the refunding of the Refunded Obligations in accordance with applicable law.

ARTICLE II

DEPOSIT OF FUNDS AND ESCROWED SECURITIES

Section 2.01. Deposits in the Escrow Fund. Concurrently with the sale and delivery of the Refunding Obligations the Issuer shall deposit, or cause to be deposited, with the Escrow Agent, for deposit in the Escrow Fund, the funds and Escrowed Securities described in the Report, and the Escrow Agent shall, upon the receipt thereof, acknowledge such receipt to the Issuer in writing.

ARTICLE III

CREATION AND OPERATION OF ESCROW FUND

Section 3.01. Escrow Fund. The Escrow Agent has created on its books a special trust fund and irrevocable escrow to be known as the 2024 ECISD Defeasance Escrow Fund (the “Escrow Fund”). The Escrow Agent hereby agrees that upon receipt thereof it will irrevocably deposit to the credit of the Escrow Fund the funds and the Escrowed Securities described in the Report. Such deposit, all proceeds therefrom, and all cash balances from time to time on deposit therein (a) shall be the property of the Escrow Fund, (b) shall be applied only in strict conformity with the terms and conditions of this Agreement, and (c) are hereby irrevocably pledged to the payment of the principal of and interest on the Refunded Obligations, which payment shall be made by timely transfers of such amounts at such times as are provided for in Section 3.02 hereof. When the final transfers have been made for the payment of such principal of and interest on the Refunded Obligations, any balance then remaining in the Escrow Fund shall be transferred to the Issuer, and the Escrow Agent shall thereupon be discharged from any further duties hereunder.

Section 3.02. Payment of Principal and Interest. The Escrow Agent is hereby irrevocably instructed to transfer from the cash balances from time to time on deposit in the Escrow Fund, the amounts required to pay the principal of the Refunded Obligations at their respective maturity dates and interest thereon to such maturity dates in the amounts and at the times shown in the Report.

Section 3.03. Sufficiency of Escrow Fund. The Issuer represents that the successive receipts of the principal of and interest on the Escrowed Securities will assure that the cash balance on deposit from time to time in the Escrow Fund will be at all times sufficient to provide moneys for transfer to the Paying Agent at the times and in the amounts required to pay the interest on the Refunded Obligations as such interest comes due and the principal of the Refunded Obligations as the Refunded Obligations mature, all as more fully set forth in the Report. If, for any reason, at any time, the cash balances on deposit or scheduled to be on deposit in the Escrow Fund shall be insufficient to transfer the amounts required by each place of payment (paying agent) for the Refunded Obligations to make the payments set forth in Section 3.02 hereof, the Issuer shall timely deposit in the Escrow Fund, from any funds that are lawfully available therefor, additional funds in the amounts required to make such payments. Notice of any such insufficiency shall be given as promptly as practicable as hereinafter provided, but the Escrow Agent shall not in any manner be responsible for any insufficiency of funds in the Escrow Fund or the Issuer’s failure to make additional deposits thereto.

Section 3.04. Trust Fund. The Escrow Agent shall hold at all times the Escrow Fund, the Escrowed Securities and all other assets of the Escrow Fund, wholly segregated from all other funds and securities on deposit with the Escrow Agent; it shall never allow the Escrowed Securities or any other assets of the Escrow Fund to be commingled with any other funds or securities of the Escrow Agent; and it shall hold and dispose of the assets of the Escrow Fund only as set forth herein. The Escrowed Securities and other assets of the Escrow Fund shall always be maintained by the Escrow Agent as trust funds for the benefit of the owners of the

Refunded Obligations; and a special account thereof shall at all times be maintained on the books of the Escrow Agent. The owners of the Refunded Obligations shall be entitled to the same preferred claim and first lien upon the Escrowed Securities, the proceeds thereof, and all other assets of the Escrow Fund to which they are entitled as owners of the Refunded Obligations. The amounts received by the Escrow Agent under this Agreement shall not be considered as a banking deposit by the Issuer, and the Escrow Agent shall have no right to title with respect thereto except as a constructive trustee and Escrow Agent under the terms of this Agreement. The amounts received by the Escrow Agent under this Agreement shall not be subject to warrants, drafts or checks drawn by the Issuer or, except to the extent expressly herein provided, by the Paying Agent.

Section 3.05. Security for Cash Balances. Cash balances from time to time on deposit in the Escrow Fund shall, to the extent not insured by the Federal Deposit Insurance Corporation or its successor, be continuously secured by a pledge of direct obligations of, or obligations unconditionally guaranteed by, the United States of America, having a market value at least equal to such cash balances.

ARTICLE IV

LIMITATION ON INVESTMENTS

Section 4.01. General Limitations. Except as provided in Sections 3.02, 4.02, 4.03 and 4.04 hereof, the Escrow Agent shall not have any power or duty to invest or reinvest any money held hereunder, or to make substitutions of the Escrowed Securities, or to sell, transfer or otherwise dispose of the Escrowed Securities.

Section 4.02. Reinvestment of Certain Cash Balances in Escrow by Escrow Agent. In addition to the Escrowed Securities listed in the Report, the Escrow Agent shall reinvest cash balances shown in the Report in United States Treasury Certificates of Indebtedness, Notes or Bonds - State and Local Government Series with an interest rate equal to zero percent (0%) (the "Zero SLGs") to the extent such Obligations are available from the Department of Treasury. All such re-investments shall be made only from the portion of cash balances derived from the maturing principal of and interest on any Escrowed Securities. Unless otherwise instructed by the Issuer in accordance with Section 4.03 hereof, the Escrow Agent shall acquire any Zero SLGs on the dates the Escrowed Securities listed in the Report mature, as shown in the Report, or on the first date Zero SLGs become available thereafter. The Escrow Agent shall purchase Zero SLGs that only mature on the dates shown in the Report.

Section 4.03. Substitutions and Reinvestments. At the discretion of the Issuer, the Escrow Agent shall reinvest cash balances representing receipts from the Escrowed Securities, make substitutions of the Escrowed Securities or redeem the Escrowed Securities and reinvest the proceeds thereof in other Escrowed Securities or hold such proceeds as cash, together with other moneys or Escrowed Securities held in the Escrow Fund provided that the Issuer delivers to the Escrow Agent the following:

(1) an opinion by an independent certified public accountant that after such substitution or reinvestment the principal amount of the Escrowed Securities in the Escrow Fund (which shall be noncallable, not pre-payable obligations described in Section 1207.062 of Chapter 1207), together with the interest thereon and other available moneys, will be sufficient to pay, without further investment or reinvestment, as the same become due in accordance with the Report, the principal of, interest on and premium, if any, on the Refunded Obligations which have not previously been paid, and

(2) an unqualified opinion of nationally recognized municipal bond counsel to the effect that (a) such substitution or reinvestment will not cause the Refunded Obligations to be “arbitrage bonds” within the meaning of Section 103 of the Code or the regulations thereunder in effect on the date of such substitution or reinvestment, or otherwise make the interest on the Refunded Obligations subject to federal income taxation, and (b) such substitution or reinvestment complies with the Constitution and laws of the State of Texas and with all relevant documents relating to the issuance of the Refunded Obligations.

The Escrow Agent shall have no responsibility or liability for loss or otherwise with respect to investments made at the direction of the Issuer.

Section 4.04. Substitution for Escrowed Securities. Concurrently with the initial deposit by the Issuer with the Escrow Agent, but not thereafter, the Issuer, at its option, may substitute cash or non-interest bearing direct noncallable and not pre-payable Escrowed Securities described in Section 1207.062 of Chapter 1207 (i.e., obligations which mature and are payable in a stated amount on the maturity date thereof, and for which there are no payments other than the payment made on the maturity date) (the “Substitute Obligations”) for Escrowed Securities, if any, but only if such Substitute Obligations:

- (a) are in an amount, and/or mature in an amount, which is equal to or greater than the amount payable on the maturity date of the obligation listed in the Report for which such Substitute Obligation is substituted,
- (b) mature on or before the maturity date of the obligation listed in the Report for which such Substitute Obligation is substituted, and
- (c) produce the amount necessary to pay the interest on and principal of the Refunded Obligations, as set forth in the Report, as verified by a certified public accountant or a firm of certified public accountants.

If, concurrently with the initial deposit by the Issuer with the Escrow Agent, any such Substitute Obligations are so substituted for any Escrowed Securities, the Issuer may, at any time thereafter, substitute for such Substitute Obligations the same Escrowed Securities for which such Substitute Obligations originally were substituted.

Section 4.05. Arbitrage. The Issuer hereby covenants and agrees that it shall never request the Escrow Agent to exercise any power hereunder or permit any part of the money in

the Escrow Fund or proceeds from the sale of Escrowed Securities to be used directly or indirectly to acquire any securities or obligations if the exercise of such power or the acquisition of such securities or obligations would cause any Refunding Obligations or Refunded Obligations to be an “arbitrage bond” within the meaning of the Code.

ARTICLE V

APPLICATION OF CASH BALANCES

Section 5.01. In General. Except as provided in Sections 3.02, 4.02, 4.03 and 4.04 hereof, no withdrawals, transfers, or reinvestment shall be made of cash balances in the Escrow Fund.

ARTICLE VI

RECORDS AND REPORTS

Section 6.01. Records. The Escrow Agent will keep books of record and account in which complete and correct entries shall be made of all transactions relating to the receipts, disbursements, allocations and application of the money and Escrowed Securities deposited to the Escrow Fund and all proceeds thereof, and such books shall be available for inspection at reasonable hours and under reasonable conditions by the Issuer and the owners of the Refunded Obligations.

Section 6.02. Reports. While this Agreement remains in effect, the Escrow Agent annually shall prepare and send to the Issuer a written report summarizing all transactions relating to the Escrow Fund during the preceding year, including, without limitation, credits to the Escrow Fund as a result of interest payments on or maturities of the Escrowed Securities and transfers from the Escrow Fund for payments on the Refunded Obligations or otherwise, together with a detailed statement of all Escrowed Securities and the cash balance on deposit in the Escrow Fund as of the end of such period.

ARTICLE VII

CONCERNING THE PAYING AGENT AND ESCROW AGENT

Section 7.01. Representations. The Escrow Agent hereby represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it herein, and that it will carry out all of its obligations hereunder.

Section 7.02. Limitation on Liability. The liability of the Escrow Agent to transfer funds for the payment of the principal of and interest on the Refunded Obligations shall be limited to the proceeds of the Escrowed Securities and the cash balances from time to time on deposit in the Escrow Fund. Notwithstanding any provision contained herein to the contrary, neither the Escrow Agent nor the Paying Agent shall have any liability whatsoever for the insufficiency of funds from time to time in the Escrow Fund or any failure of the obligors of the Escrowed

Securities to make timely payment thereon, except for the obligation to notify the Issuer as promptly as practicable of any such occurrence.

The recitals herein and in the proceedings authorizing the Refunding Obligations shall be taken as the statements of the Issuer and shall not be considered as made by, or imposing any obligation or liability upon, the Escrow Agent. The Escrow Agent is not a party to the proceedings authorizing the Refunding Obligations or the Refunded Obligations and is not responsible for nor bound by any of the provisions thereof (except as a place of payment and paying agent and/or a Paying Agent/Registrar therefor). In its capacity as Escrow Agent, it is agreed that the Escrow Agent need look only to the terms and provisions of this Agreement.

Except as stated in Section 7.05 hereof, the Escrow Agent makes no representations as to the value, conditions or sufficiency of the Escrow Fund, or any part thereof, or as to the title of the Issuer thereto, or as to the security afforded thereby or hereby, and the Escrow Agent shall not incur any liability or responsibility in respect to any of such matters.

It is the intention of the parties hereto that the Escrow Agent shall never be required to use or advance its own funds or otherwise incur personal financial liability in the performance of any of its duties or the exercise of any of its rights and powers hereunder.

The Escrow Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Escrow Agent be responsible for the consequences of any error of judgment; and the Escrow Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its negligence or willful misconduct.

Unless it is specifically otherwise provided herein, the Escrow Agent has no duty to determine or inquire into the happening or occurrence of any event or contingency or the performance or failure of performance of the Issuer with respect to arrangements or contracts with others, with the Escrow Agent's sole duty hereunder being to safeguard the Escrow Fund, to dispose of and deliver the same in accordance with this Agreement. If, however, the Escrow Agent is called upon by the terms of this Agreement to determine the occurrence of any event or contingency, the Escrow Agent shall be obligated, in making such determination, only to exercise reasonable care and diligence, and in event of error in making such determination the Escrow Agent shall be liable only for its own willful misconduct or its negligence. In determining the occurrence of any such event or contingency the Escrow Agent may request from the Issuer or any other person such reasonable additional evidence as the Escrow Agent in its discretion may deem necessary to determine any fact relating to the occurrence of such event or contingency, and in this connection may make inquiries of, and consult with, among others, the Issuer at any time.

To the extent permitted by law, the Issuer agrees to indemnify, defend and hold the Escrow Agent and its officers, directors, agents, and employees harmless from and against any and all loss, damage, claim, liability and expense that may be incurred by the Escrow Agent arising out of or in connection with its acceptance or appointment as Escrow Agent hereunder,

including the costs and expenses of defending itself against any claim or liability in connection with the exercise or performance of any of its powers or duties hereunder except that the Escrow Agent shall not be indemnified for any loss, damage, claim, liability, or expense resulting from its own negligence or willful misconduct. The foregoing indemnification shall survive the termination of this Agreement or the resignation or removal of the Escrow Agent for any reason.

Section 7.03. Compensation. (a) Concurrently with the sale and delivery of the Refunding Obligations, the Issuer shall pay to the Escrow Agent, as a fee for performing the services hereunder and for all expenses incurred or to be incurred by the Escrow Agent in the administration of this Agreement, the amount set forth in Exhibit C, attached hereto and made a part hereof, the sufficiency of which is hereby acknowledged by the Escrow Agent. In the event that the Escrow Agent is requested to perform any extraordinary services hereunder, the Issuer hereby agrees to pay reasonable fees to the Escrow Agent for such extraordinary services and to reimburse the Escrow Agent for all expenses incurred by the Escrow Agent in performing such extraordinary services, and the Escrow Agent hereby agrees to look only to the Issuer for the payment of such fees and reimbursement of such expenses. The Escrow Agent hereby agrees that in no event shall it ever assert any claim or lien against the Escrow Fund for any fees for its services, whether regular or extraordinary, as Escrow Agent, as Paying Agent, or in any other capacity, or for reimbursement for any of its expenses.

(b) Upon receipt of the aforesaid specific sum stated in subsection (a) of this Section 7.03 for Escrow Agent fees, expenses, and services, the Escrow Agent shall acknowledge such receipt to the Issuer in writing.

Section 7.04. Successor Escrow Agents. If at any time the Escrow Agent or its legal successor or successors should become unable, through operation or law or otherwise, to act as escrow agent hereunder, or if its property and affairs shall be taken under the control of any state or federal court or administrative body because of insolvency or bankruptcy or for any other reason, a vacancy shall forthwith exist in the office of Escrow Agent hereunder. In such event the Issuer, by appropriate action, promptly shall appoint an Escrow Agent to fill such vacancy. If no successor Escrow Agent shall have been appointed by the Issuer within 60 days, a successor may be appointed by the owners of a majority in principal amount of the Refunded Obligations then outstanding by an instrument or instruments in writing filed with the Issuer, signed by such owners or by their duly authorized attorneys-in-fact. If, in a proper case, no appointment of a successor Escrow Agent shall be made pursuant to the foregoing provisions of this section within three months after a vacancy shall have occurred, the owner of any Refunded Obligation may apply to any court of competent jurisdiction to appoint a successor Escrow Agent. Such court may thereupon, after such notice, if any, as it may deem proper, prescribe and appoint a successor Escrow Agent.

Any successor Escrow Agent shall be a corporation organized and doing business under the laws of the United States or the State of Texas, authorized under such laws to exercise corporate trust powers, authorized under Texas law to act as an escrow agent, having its principal office and place of business in the State of Texas, having a combined capital and surplus of at least \$5,000,000 and subject to the supervision or examination by Federal or State authority.

Any successor Escrow Agent shall execute, acknowledge and deliver to the Issuer and the Escrow Agent an instrument accepting such appointment hereunder, and the Escrow Agent shall execute and deliver an instrument transferring to such successor Escrow Agent, subject to the terms of this Agreement, all the rights, powers and trusts of the Escrow Agent hereunder. Upon the request of any such successor Escrow Agent, the Issuer shall execute any and all instruments in writing for more fully and certainly vesting in and confirming to such successor Escrow Agent all such rights, powers and duties.

The Escrow Agent at the time acting hereunder may at any time resign and be discharged from the trust hereby created by giving not less than sixty (60) days' written notice to the Issuer and publishing notice thereof, specifying the date when such resignation will take effect, in a newspaper printed in the English language and with general circulation in New York, New York, such publication to be made once at least three (3) weeks prior to the date when the resignation is to take effect. No such resignation shall take effect unless a successor Escrow Agent shall have been appointed by the owners of the Refunded Obligations or by the Issuer as herein provided and such successor Escrow Agent shall be a paying agent for the Refunded Obligations and shall have accepted such appointment, in which event such resignation shall take effect immediately upon the appointment and acceptance of a successor Escrow Agent.

Under any circumstances, the Escrow Agent shall pay over to its successor Escrow Agent proportional parts of the Escrow Agent's fee and, if applicable, its Paying Agent's fee hereunder.

Section 7.05. Representations as Paying Agent for Refunded Obligations. In its capacity as Paying Agent for the Refunded Obligations, the Escrow Agent hereby represents and acknowledges that the total amount due on the redemption date for the Refunded Obligations is the amount set forth the Report. The Escrow Agent hereby acknowledges that its fees and expenses due the Escrow Agent in its capacity as Paying Agent for the Refunded Obligations to and through their redemption and final payment have been provided for.

Section 7.06. Notice of Redemption. The Escrow Agent is hereby authorized and directed to cause notice of defeasance and redemption of the Refunded Obligations to be given at the time and in the form and manner prescribed in the proceedings that authorized the issuance of the Refunded Obligations.

Section 7.07. Acknowledgment of Notice of Redemption. The Escrow Agent, by its execution hereof, as Paying Agent for the Refunded Obligations, acknowledges receipt of written notice of the redemption of the Refunded Obligations, as required by the proceedings that authorized the issuance of the Refunded Obligations, and agrees to provide or cause to be provided notice of defeasance and redemption of such Refunded Obligations as required by the proceedings that authorized the issuance of such Refunded Obligations.

ARTICLE VIII

MISCELLANEOUS

Section 8.01. Notice. Any notice, authorization, request, or demand required or permitted to be given hereunder shall be in writing and shall be deemed to have been duly given when mailed by registered or certified mail, postage prepaid addressed to the Issuer or the Escrow Agent at the address shown on Exhibit “A” attached hereto. The United States Post Office registered or certified mail receipt showing delivery of the aforesaid shall be conclusive evidence of the date and fact of delivery. Any party hereto may change the address to which notices are to be delivered by giving to the other parties not less than ten (10) days prior notice thereof. Prior written notice of any amendment to this Agreement contemplated pursuant to Section 8.08 and immediate written notice of any incidence of a severance pursuant to Section 8.04 shall be sent to Moody’s Investors Service, Attn: Public Finance Rating Desk/Refunded Bonds, 99 Church Street, New York, New York 10007, Standard & Poor’s Corporation, Attn: Municipal Bond Department, 25 Broadway, New York, New York 10004 and Fitch, Inc., One State Street Plaza, New York, New York 10004.

Section 8.02. Termination of Responsibilities. Upon the taking of all the actions as described herein by the Escrow Agent, the Escrow Agent shall have no further obligations or responsibilities hereunder to the Issuer, the owners of the Refunded Obligations or to any other person or persons in connection with this Agreement.

Section 8.03. Binding Agreement. This Agreement shall be binding upon the Issuer and the Escrow Agent and their respective successors and legal representatives, and shall inure solely to the benefit of the owners of the Refunded Obligations, the Issuer, the Escrow Agent and their respective successors and legal representatives.

Section 8.04. Severability. In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provisions of this Agreement, but this Agreement shall be construed as if such invalid or illegal or unenforceable provision had never been contained herein.

Section 8.05. Texas Law Governs. This Agreement shall be governed exclusively by the provisions hereof and by the applicable laws of the State of Texas.

Section 8.06. Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Escrow Agent by this Agreement.

Section 8.07. Effective date of Agreement. This Agreement shall be effective upon receipt by the Escrow Agent of the funds described in the Report and the Escrowed Securities, together with the specific sums stated in subsections (a) and (b) of Section 7.03 for Escrow Agent and paying agency fees, expenses, and services.

Section 8.08. Amendments. This Agreement shall not be amended except to cure any ambiguity or formal defect or omission in this Agreement. No amendment shall be effective unless the same shall be in writing and signed by the parties thereto. No such amendment shall adversely affect the rights of the holders of the Refunded Obligations.

Section 8.09. Counterparts. This Agreement may be executed in one or more counterparts, each and all of which shall constitute one and the same instrument.

Section 8.10. Contracts with Prohibited Companies. (a) This Agreement has a value of less than \$100,000 for purposes of Sections 2271.002 and 2274.002, Texas Government Code.

(b) The Escrow Agent represents that, neither the Escrow Agent, nor any parent company, wholly- or majority-owned subsidiaries or affiliates of the same, if any, are companies identified on a list prepared and maintained by the Texas Comptroller of Public Accounts under Section 2252.153 or Section 2270.0201, Texas Government Code, and posted on the following page of such officer's internet website:

<https://comptroller.texas.gov/purchasing/publications/divestment.php>

The foregoing representation is made solely to comply with Section 2252.152, Texas Government Code, and to the extent such Section does not contravene applicable Federal law and excludes the Escrow Agent and each parent company, wholly- or majority-owned subsidiaries, and other affiliates of the same, if any, that the United States government has affirmatively declared to be excluded from its federal sanctions regime relating to Sudan or Iran or any federal sanctions regime relating to a foreign terrorist organization. The Escrow Agent understands "affiliate" to mean any entity that controls, is controlled by, or is under common control with the Escrow Agent and exists to make a profit.

Section 8.11. Electronic Means. The Escrow Agent shall have the right to accept and act upon instructions, including funds transfer instructions ("Instructions") given pursuant to this Agreement and delivered using Electronic Means ("Electronic Means" shall mean the following communications methods: e-mail, facsimile transmission, secure electronic transmission containing applicable authorization codes, passwords and/or authentication keys issued by the Escrow Agent, or another method or system specified by the Escrow Agent as available for use in connection with its services hereunder.); provided, however, that the Issuer shall provide to the Escrow Agent an incumbency certificate listing officers with the authority to provide such Instructions ("Authorized Officers") and containing specimen signatures of such Authorized Officers, which incumbency certificate shall be amended by the Issuer whenever a person is to be added or deleted from the listing. If the Issuer, elects to give the Escrow Agent Instructions using Electronic Means and the Escrow Agent in its discretion elects to act upon such Instructions, the Escrow Agent's understanding of such Instructions shall be deemed controlling. The Issuer understands and agrees that the Escrow Agent cannot determine the identity of the actual sender of such Instructions and that the Escrow Agent shall conclusively presume that directions that purport to have been sent by an Authorized Officer listed on the incumbency certificate provided to the Escrow Agent have been sent by such Authorized Officer. The Issuer shall be responsible for ensuring that only Authorized Officers transmit such Instructions to the

Escrow Agent and that the Issuer and all Authorized Officers are solely responsible to safeguard the use and confidentiality of applicable user and authorization codes, passwords and/or authentication keys upon receipt by the Issuer. The Escrow Agent shall not be liable for any losses, costs or expenses arising directly or indirectly from the Escrow Agent's reliance upon and compliance with such Instructions notwithstanding such directions conflict or are inconsistent with a subsequent written instruction. The Issuer agrees: (i) to assume all risks arising out of the use of Electronic Means to submit Instructions to the Escrow Agent, including without limitation the risk of the Escrow Agent acting on unauthorized Instructions, and the risk of interception and misuse by third parties; (ii) that it is fully informed of the protections and risks associated with the various methods of transmitting Instructions to the Escrow Agent and that there may be more secure methods of transmitting Instructions than the method(s) selected by the Issuer; (iii) that the security procedures (if any) to be followed in connection with its transmission of Instructions provide to it a commercially reasonable degree of protection in light of its particular needs and circumstances; and (iv) to notify the Escrow Agent immediately upon learning of any compromise or unauthorized use of the security procedures.

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EXECUTED as of the date first written above.

ECTOR COUNTY INDEPENDENT
SCHOOL DISTRICT

By: _____
Chief Financial Officer

THE BANK OF NEW YORK MELLON TRUST
COMPANY, N.A., as Escrow Agent

By: _____
Name: _____
Title: _____

INDEX TO EXHIBITS

EXHIBIT “A”	ADDRESSES OF THE ISSUER AND THE ESCROW AGENT
EXHIBIT “B”	VERIFICATION REPORT OF PUBLIC FINANCE PARTNERS LLC
EXHIBIT “C”	ESCROW AGENT FEES

EXHIBIT "A"

ADDRESSES OF THE ISSUER AND THE ESCROW AGENT

ISSUER

Ector County Independent School District
802 North Sam Houston Avenue
Odessa, Texas 79761

Attention: Chief Financial Officer

ESCROW AGENT

The Bank of New York Mellon Trust Company, National Association
2001 Bryan Street, 10th Floor
Dallas, Texas 75201

Attention: Corporate Trust Department

EXHIBIT "B"

VERIFICATION REPORT OF PUBLIC FINANCE PARTNERS LLC

(See attached)

EXHIBIT "C"

ESCROW AGENT FEES

(See attached)



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF ORDINANCE TO SET 2023 TAX RATE FOR 2023-2024**

DATE: September 19, 2023

Tax rate is as follows:

Maintenance & Operations	(M&O)	.7596
Debt Service	(I&S)	.2544
Total		<u>1.014</u>

Administrative Recommendation:

Approval of Ordinance to set the 2023 Tax Rate for 2023-2024 at \$ 1.014

STATE OF TEXAS §

COUNTY OF ECTOR §

ORDINANCE TO SET TAX RATE

September 19, 2023

On this date, we, the Board of Trustees of the Ector County Independent School District, hereby levy or set the tax rate on \$100 valuation for the District for the tax year 2023 at a total tax rate of \$1.014, to be assessed and collected by the duly specified assessor and collector as follows:

 \$.7596 for the purpose of maintenance and operation, and

 \$.2544 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

IN CERTIFICATION THEREOF:

Signed: _____
Chris Stanley, President, Board of Trustees

Attest: _____
Tammy Hawkins, Secretary, Board of Trustees



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF PURCHASES OVER \$50,000

DATE: September 19, 2023

As Required by Board Policy CH (Local), following is a list to consider and take possible action to authorize, negotiate, and enter into term agreements with recommended vendors to be awarded by purchase orders once approved.

Administrative Recommendation:
Approval of Purchases over \$50,000

ECISD
Request for purchases over \$50,000
September 2023

Item	Vendor(s)	Estimated Contract Price	Funding	Requestor/Department	Reference	Service/Product	Service/Product Summary	Contract Term
1	Acceleration Academies	\$ 1,500,000	Federal Funds 282	Alicia Syverson Student and School Support	ECISD Awarded 21-31	Alternative Dropout Prevention Recovery School Program	Partner to recover students who have dropped out of school and provide an alternative for students who need credit recovery and are at risk of dropping out of school.	FY 2023/2024
2	Jayne B. Company (dba Marker Learning)	\$ 640,000	Federal Funds 224	Mark Gabrylczyk Special Services	Allied States Coop 23-7461	Psychological Services	Marker Learning will provide evaluation services for the district. They will provide proctors and perform the evaluations on Saturday.	FY 2023/2024
3	DONALSON CDJR, LLC (Silsbee Fleet)	\$ 461,601	General Funds 199	Jeff Daniels Police Department	TIPS 210907	2023 Dodge Durango Police	House Bill 3 requires the expansion of the police department. This will provide 7 new Durango SUV vehicles.	FY 2023/2024
4	Greenwood Publishing Group/Heinemann	\$ 205,387	ESSER III	Ashley Sellers	RFP 22-34	Do the Math	K-5 Intervention and Small Group materials with manipulatives	2023-2024
5	National Center for Grow Your Own	\$ 150,000	Federal Funds 282	Jamie Miller Talent Development	ECISD Awarded 24-03	Program Registration	Technical partner to collaborate on the application to create a Registered Principal Apprenticeship Program in ECISD. This technical partner will work with ECISD as well as the Department of Labor to help write an application that meets the standards for program registration.	FY 2023-2024
6	Istation	\$ 70,000	State Comp Ed	ELAR Coordinators	Allied States #20-7373	Professional Development	20 days of professional development for Istation	2023-2024

Jamie Miller

Executive Director of Talent Development
(432) 456.0080
802 N. Sam Houston
Jamie.Miller@ectorcountysd.org



RFP #24-03 Technical Partner for Applying for Registered Principal Apprenticeship Program

- **Purpose:** The Talent Development Department is seeking a technical partner to collaborate on the application to create a Registered Principal Apprenticeship Program in ECISD. This technical partner will work with ECISD as well as the Department of Labor to help write an application that meets the standards for program registration.
- **Background Info:** The Ector County Independent School District (ECISD) is seeking technical support in applying for the Registered Principal Apprenticeship Program with the Department of Labor.
- **Cost:** \$150,000
- **Funding Source:** Federal Funds 282 ESSER III
- **Recommended Supplier/Service Provider:** National Center for Grow Your Own

*There was only one bidder on this RFP.

Board Approval

Date



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF 2023-2024 BUDGET AMENDMENT # 2

DATE: September 19, 2023

Attached is a summary of the recommended Budget Amendment # 2 for the 2023-2024 budget.

Please be advised, these are changes in estimated budgeted funds, to fund items as noted on attached.

Administrative Recommendation:

Approval of 2023-2024 Budget Amendment # 2.



ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
 AMENDED BUDGET - FUNCTION AND OBJECT
 GENERAL, SCHOOL NUTRITION, AND DEBT SERVICE FUNDS
 FOR THE PERIOD JULY 1, 2023 THRU JUNE 30, 2024
 FISCAL YEAR 2023-2024

	GENERAL FUND				SCHOOL NUTRITION FUND				DEBT SERVICE FUND				
	ORIGINAL BUDGET	ADJUSTED BUDGET	Additions (Deductions) #2	AMENDED BUDGET	ORIGINAL BUDGET	ADJUSTED BUDGET	Additions (Deductions) #2	AMENDED BUDGET	ORIGINAL BUDGET	ADJUSTED BUDGET	Additions (Deductions) #2	AMENDED BUDGET	
	7/1/2023	08/31/2023		09/30/2023	7/1/2023	8/31/2023		9/30/2023	7/1/2023	8/31/2023		9/30/2023	
REVENUES													
5700	Local and Intermediate	\$ 169,500,000	\$ 169,500,000	\$ 100,000	\$ 169,600,000	\$ 675,320	\$ 675,320	\$ -	\$ 675,320	\$ 46,118,500	\$ 46,118,500	\$ 578,268	\$ 46,696,768
5800	State	156,203,451	156,203,451	-	156,203,451	430,300	430,300	-	430,300	401,500	401,500	-	401,500
5900	Federal	6,000,000	6,000,000	-	6,000,000	16,958,658	16,958,658	-	16,958,658	-	-	-	-
	Total - All Revenues	331,703,451	331,703,451	100,000	331,803,451	18,064,278	18,064,278	-	18,064,278	46,520,000	46,520,000	578,268	47,098,268
APPROPRIATIONS by FUNCTION													
11	Instruction	202,095,977	202,079,342	509,534	202,588,876	-	-	-	-	-	-	-	-
12	Instructional Resources and Media Services	2,159,943	2,159,943	-	2,159,943	-	-	-	-	-	-	-	-
13	Curriculum and Staff Development	8,719,086	8,712,086	50,000	8,762,086	-	-	-	-	-	-	-	-
21	Instructional Leadership	5,656,651	5,656,651	-	5,656,651	-	-	-	-	-	-	-	-
23	School Leadership	21,539,711	21,539,711	-	21,539,711	-	-	-	-	-	-	-	-
31	Guidance, Counseling and Evaluation Services	13,981,624	14,003,124	170,000	14,173,124	-	-	-	-	-	-	-	-
32	Social Work Services	1,811,527	1,811,527	-	1,811,527	-	-	-	-	-	-	-	-
33	Health Services	3,254,406	3,254,406	-	3,254,406	-	-	-	-	-	-	-	-
34	Student Transportation	10,125,228	11,799,968	-	11,799,968	-	-	-	-	-	-	-	-
35	Food Services	-	-	-	-	18,064,278	18,376,053	897,213	19,273,266	-	-	-	-
36	Co/Extra Curricular Activities	8,162,823	8,185,230	-	8,185,230	-	-	-	-	-	-	-	-
41	General Administration	9,030,571	9,120,571	-	9,120,571	-	-	-	-	-	-	-	-
51	Plant Maintenance and Operations	38,015,291	40,728,831	127,000	40,855,831	-	-	-	-	-	-	-	-
52	Security and Monitoring Services	3,787,609	3,837,609	1,543,716	5,381,325	-	-	-	-	-	-	-	-
53	Data Processing Services	10,822,562	11,111,307	-	11,111,307	-	-	-	-	-	-	-	-
61	Community Services	1,558,309	1,558,309	50,000	1,608,309	-	-	-	-	-	-	-	-
71	Debt Services	1,294,300	1,375,300	-	1,375,300	-	-	-	-	46,520,000	46,520,000	1,145,625	47,665,625
81	Facilities Acquisition and Construction	1,500,000	4,923,953	7	4,923,960	-	-	-	-	-	-	-	-
91	Contracted Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-
99	Intergovernmental Charges	2,132,882	2,132,882	-	2,132,882	-	-	-	-	-	-	-	-
	Total - All Appropriations	345,648,500	353,990,750	2,450,257	356,441,007	18,064,278	18,376,053	897,213	19,273,266	46,520,000	46,520,000	1,145,625	47,665,625
OTHER FINANCING SOURCES/(USES)													
	Other Financing Sources (Uses)	(25,000)	(25,000)	-	(25,000)	-	-	-	-	-	-	-	-
7000	Total - Other Financing Sources (Uses)	(25,000)	(25,000)	-	(25,000)	-	-	-	-	-	-	-	-
	Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations	(13,920,049)	(22,262,299)	(2,350,257)	(24,612,556)	-	(311,775)	(897,213)	(1,208,988)	-	-	(567,357)	(567,357)
	Fund Balance Beginning July 1 (Estimated)	102,215,208	102,215,208		102,215,208	7,190,505	7,190,505		7,190,505	17,019,800	17,019,800		17,019,800
3000	Fund Balance Ending June 30 (Estimated)	\$ 88,295,159	\$ 79,952,909	\$ (2,350,257)	\$ 77,602,652	\$ 7,190,505	\$ 6,878,730	\$ (897,213)	\$ 5,981,517	\$ 17,019,800	\$ 17,019,800	\$ (567,357)	\$ 16,452,443
APPROPRIATIONS by OBJECT													
6100	Payroll Costs	\$ 256,983,618	\$ 257,093,670	\$ 1,171,816	\$ 258,265,486	\$ 8,541,566	\$ 8,541,566	\$ -	\$ 8,541,566	\$ -	\$ -	\$ -	\$ -
6200	Purchased/Contracted Services	51,171,007	53,936,225	384,299	54,320,524	134,000	430,565	11,000	441,565	-	-	-	-
6300	Supplies and Materials	19,889,051	19,181,843	16,245	19,198,088	9,260,712	9,260,712	175,303	9,436,015	-	-	-	-
6400	Other Operating Expenses	12,644,124	12,885,114	86,145	12,971,259	53,000	53,000	500	53,500	-	-	-	-
6500	Debt Service	1,294,300	1,375,300	-	1,375,300	-	-	-	-	46,520,000	46,520,000	1,145,625	47,665,625
6600	Capital Outlay	3,666,400	9,518,598	791,752	10,310,350	75,000	90,210	710,410	800,620	-	-	-	-
	Total - All Appropriations	\$ 345,648,500	\$ 353,990,750	\$ 2,450,257	\$ 356,441,007	\$ 18,064,278	\$ 18,376,053	\$ 897,213.00	\$ 19,273,266	\$ 46,520,000	\$ 46,520,000	\$ 1,145,625	\$ 47,665,625

Ector County ISD
 Finance Department
 Budget Amendment
 Requests to be Appropriated
 2023/2024

2
 FISCAL YEAR 2023-2024



Description	Requestor	Amount
GENERAL FUND		
The following will result in a decrease to fund balance.		
Salary for 10 officers		\$ 705,000
Vehicles for 10 officers		600,000
Elementary positions		550,000
Equipment outfitting for 10 officers		195,000
Classroom furniture - additional needs		100,000
Bond mailouts		50,000
Police vehicle add-ons		43,716
Legal fees for litigation against TEA regarding accountability		35,000
Mail machine lease		27,000
Prek furniture - Carver		22,000
Prek furniture - Blanton		22,541
		\$ 2,350,257
 The following will result in no change to fund balance.		
Donation for bond marketing consultants fees		\$ (100,000)
Bond marketing consultants fees		100,000
		\$ -
 The following will result in an increase to fund balance.		
None		\$ -
		\$ -
 Net effect to fund balance		\$ (2,350,257)

SCHOOL NUTRITION FUNDS

The following will result in a decrease to fund balance.

Kitchen-tilt skillets	\$	488,147
Kitchen equipment		409,066
	\$	897,213

The following will result in no change to fund balance as there is a equal revenue and expenditure component.

None	\$	-
	\$	-

The following will result in an increase to fund balance.

None	\$	-
	\$	-

Net effect to fund balance

\$ (897,213)

DEBT SERVICE FUND

The following will result in a decrease to fund balance.

Bond defeasance and redemption	\$	567,357
	\$	567,357

The following will result in no change to fund balance as there is a equal revenue and expenditure component.

None	\$	-
	\$	-

The following will result in an increase to fund balance.

None	\$	-
	\$	-

Net effect to fund balance

\$ (567,357)



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF EXTENSION OF BANK DEPOSITORY CONTRACT

DATE: September 19, 2023

As required by the Texas Education Code Subchapter G School District Depositories §45.205, the award of the District Bank Depository Contract for a two-year period shall be approved by the Board of Trustees. Under Texas Education Code Section §45.205 the district may extend the existing contract. Under the DBAE (local) policy and based on the District of Innovation Plan, ECISD is not required to go out for bid for the depository contract.

Due to the excellent service and affordable pricing we have received from Frost Bank, we respectfully request to extend the depository contract from July 1, 2023 to June 30, 2025.

Please see the Depository Contract Extension Form attached which requires signature of the ECISD School Board President. The form will then be given to the Frost Bank for their signature and notary.

Administrative Recommendation:

Approval of Frost Bank Depository Extension Contract

**Board Resolution Extending Depository Contract for Funds
Of Independent School Districts Under Texas Education Code,
Chapter 45, Subchapter G, School District Depositories**

Be it Resolved by the Ector County ISD Board of Trustees **that:**

Frost Bank located at Ector County, State of Texas, being a bank as defined in section 45.201 of the Texas Education Code (TEC), and Ector County ISD (CDN: 068901) agree to extend this depository contract for an additional two-year term from July 1, 2023 through June 30, 2025.

Under TEC Section 45.205, a school district and the district’s depository bank may agree to extend a depository contract for three additional two-year terms. According to the district’s District of Innovation plan and as noted in policy DBAE (local), the requirement in TEC 42.206 to go out for competitive bid and restricting the extensions has been waived. ECISD has the flexibility to choose the best depository banking service without bids. The requirement in TEC 42.207 regarding highest ranked bid is also waived.

Under TEC Section 45.205(c), the contract term any extension must coincide with the school district’s fiscal year.

In addition, under TEC 45.205(b), a school district and the district’s depository bank may modify the depository contract for each two-year extension if both parties mutually agree to the terms. Accordingly, the third paragraph of Section 3 of the Depository Agreement dated June 25, 2015 by and between Frost Bank and Ector County Independent School District is hereby amended and modified as follows (previous language shown in strikethrough text, and new language shown in underlined text).

To determine charges for services rendered, BANK utilizes ~~the BANK’S Managed Rate plus ten (10) basis points~~ **the BANK’S Managed Rate** as an earnings credit rate on BANK’S account analysis system. This system is used to calculate and account for all BANK service charges. The BANK’s “Managed Rate” is set at the BANK’s sole discretion and is determined by the BANK on a weekly basis. BANK will calculate the DEPOSITOR’S combined average daily collected balances less combined average daily Federal Reserve requirements.

AGREED AND ACCEPTED on behalf of Ector County ISD
this the ____ day of _____, 2023.

Signature of President of School Board

AGREED AND ACCEPTED on behalf of Depository
this the ____ day of _____, 2023.

Frost Bank
Kathy Yorkman

Signature of Authorized Bank Officer

Business Banking Officer
Title of Authorized Bank Officer

ACKNOWLEDGMENT

Acknowledge before me in Ector County, Texas on _____, 2023, by _____, bank officer of the Depository named in the preceding document, for the Depository.

Signature of Notary

(SEAL)

Notary Public in and for Ector County,
Texas



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Jerry Mahana, Director of Purchasing

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL TO ENTER INTO INTERLOCAL AGREEMENTS WITH PURCHASING COOPERATIVES (COOPS) AND ECTOR COUNTY ISD**

DATE: September 19, 2023

Ector County ISD is requesting approval to participate and enter into interlocal agreements with:

- Education Service Center (ESC) Region 13

Cooperatives (coops) allow ECISD to use purchasing cooperatives instead of performing competitive bidding to receive better value on goods and services through a pooled purchasing power. ECISD uses cooperatives to purchase a variety of goods and services.

BUDGETARY IMPACT: Purchasing cooperatives are mainly funded through fees paid by vendors, and sometimes by members. This co-op is free.

STATUTORY REFERENCES:

- The Texas Education Code, Section 44.031
- The Texas Local Government Code, Section 271.102
- The Texas Business Organizations Code, Chapter 251

It is recommended that the Board of Trustees approve the Interlocal Agreement as presented.

Approved

Board President

Date

INTERLOCAL PARTICIPANT AGREEMENT
BETWEEN EDUCATION SERVICE CENTER REGION 13 AND

(District or Entity Name)

1. General

Education Service Center (ESC) Region 13 (Purchasing Cooperative) and _____ District or Entity (member) is authorized to enter the following Interlocal Participant Agreement pursuant to the Texas Education Code §8.002 which directs education service centers to assist school districts in improving student performance and to provide resources to enable school districts to operate more efficiently and economically and by the Interlocal Cooperation Act, Government Code Section 791 et seq., for the purpose of joining and participating in the Region 13 Purchasing Cooperative.

The purpose of this Agreement is to reduce the cost to members who qualify under GOV 791 that desire to obtain or use the goods or services. The relationship assures compliance with state procurement requirements, identifies vendors of goods and services.

2. Services/Relationships

2.1. ESC Region 13

- 2.1.1. ESC Region 13 shall make goods and services available indirectly or directly to Member through vendors that participate in required proposal, bid, or other selection activities.
- 2.1.2. The ESC Region 13 Purchasing Cooperative will oversee and manage the procurement process by achieving best value for participating members.

2.2. Member

- 2.2.1. Orders will be placed directly with the vendor involved unless the Member and ESC Region 13 agree in writing to a different method to be used for ordering goods or requesting services.
- 2.2.2. Member(s) shall be responsible for a vendor’s compliance with order or service provisions related to quantity and terms of delivery and shall make payment directly to the vendor.
- 2.2.3. Member(s) will designate a primary contact
- 2.2.4. Member(s) will submit purchase orders and/or vendor contracts to the ESC Region 13 Purchasing Cooperative.
- 2.2.5. Accept shipments of products ordered from awarded vendors.
- 2.2.6. Process payments to awarded vendors in a timely manner.

3. Term

The term of this Agreement shall begin upon being fully executed. This Agreement shall automatically renew for successive one-year terms unless it is terminated sooner in accordance with the provisions of this Agreement.

4. Limitation of Liability

In no event shall ESC Region 13, its employees or consultants be liable to Member or any other entity of person for any loss or for any indirect, incidental or consequential damages arising out of the use of the cooperative purchasing program.

5. No Waiver of Immunity

ESC Region 13 does not waive or relinquish any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of its execution of this Contract and performance of the functions of obligations described herein. Nothing herein shall be construed as creating any personal liability on the part of any trustee, office, director, employee or representative of ESC Region 13.

6. Termination

- 6.1. Member(s) may terminate this agreement at any time within 10 days of written notice to ESC Region 13.
- 6.2. ESC Region 13 may terminate Member’s participation within 10 days written notice if MEMBER fails to make payments to vendors for uncontested debts or fails to otherwise abide by this Agreement.
- 6.3. ESC Region 13 may terminate Member’s participation on 30 days' notice without cause.

In the event of termination for any reason, Member remains financially responsible for any purchase occurring before or after the termination date.

7. Relationship

Nothing in this Agreement shall create or establish the relationship of employer and employee between ESC Region 13 and any employee or agency of the Member. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the Member and any employee or agent of ESC Region 13. The Agreement does not create a joint venture or business partnership under Texas law.

8. Provisions

The Parties agree to comply fully with all applicable federal, state, and local statutes, ordinances, rules, and regulations in connection with the programs contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing such programs.

This Agreement contains the entire agreement of the Parties hereto with respect to the matters covered by its terms, and it may not be modified in any manner without the express written consent of the Parties.

No Party to this Agreement waives or relinquishes any immunity or defense on behalf of themselves, their directors, officers, employees, and agents as a result of its execution of this Agreement and performance of the functions and obligations described herein. This Agreement may be negotiated and transmitted between the Parties by electronic means and the terms and conditions agreed to are binding upon the Parties

By signing this Agreement, both parties acknowledge that they are duly authorized to sign on behalf of their party and will actively abide by its terms.

Participating District or Entity Name

EDUCATION SERVICE CENTER REGION 13

Signature Date

Signature Date

Print Name: _____

Print Name: _____

Title: _____

Title: _____

Participating District or Entity Point of Contact

Contact First & Last Name: _____ email: _____

Ph # _____



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Keeley Boyer, Chief of Schools

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2023-2024 ECISD CAMPUS IMPROVEMENT PLANS**

DATE: September 19, 2023

Each campus, regardless of rating, is required to build a Campus Improvement Plan annually. This plan serves as the blueprint for how each school will uniquely address the campus-specific needs identified in their Comprehensive Needs Assessment (CNA). The Board is required to approve both District and Campus Improvement Plans every year.

Administrative Recommendation:

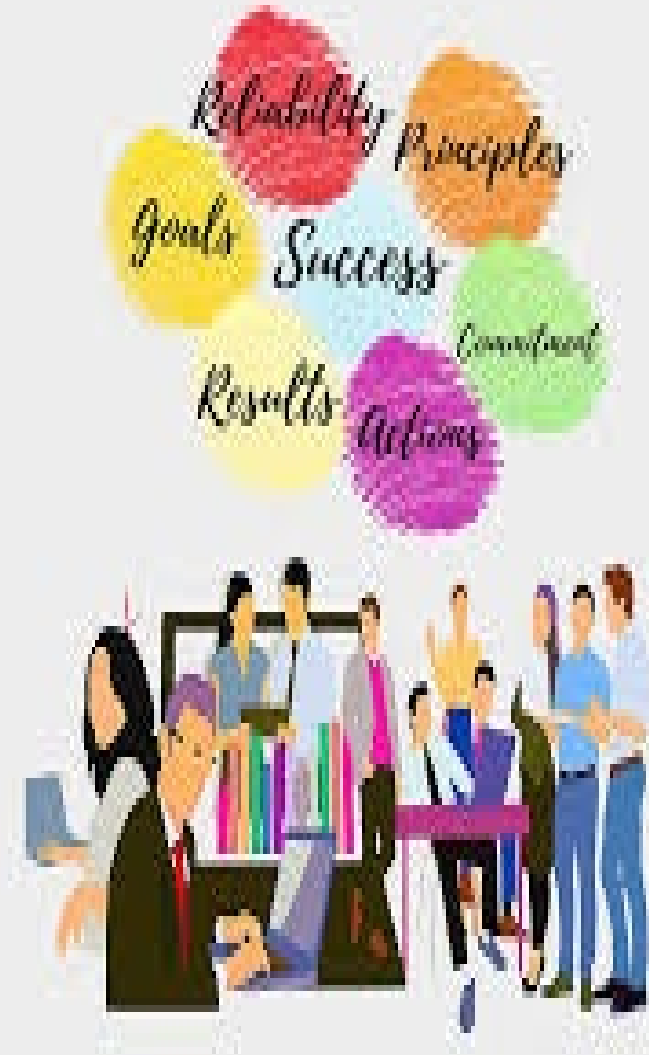
Approval of the 2023-2024 ECISD Campus Improvement Plans

ECISD Campus Improvement Plans



2023-2024

September 12, 2023



What is a Campus Improvement Plan?

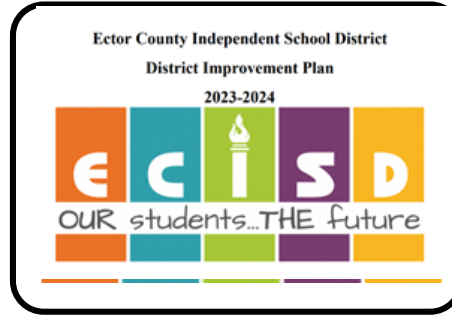
Campus Improvement Planning Process



Vision



Strategic Plan



District Improvement Plan



Campus Improvement Plan



Campus Improvement Plans



Needs Assessment

Problem Statements

Board Goals & Strategic Plan Alignment (5 years)

Performance objectives (1 year)

Strategies

- ❖ Graduation Rates
- ❖ Promotion/retention rates
- ❖ SAT/ACT data
- ❖ Mobility rates
- ❖ STAAR
- ❖ MAP
- ❖ Discipline referrals

- ❖ Teacher Retention
- ❖ CCMR
- ❖ Teacher retention
- ❖ Expulsion/Suspension records
- ❖ Panorama Survey
- ❖ Attendance Rates
- ❖ Istation data
- ❖ TELPAS data

Campus Improvement Plans



Problem Statement : Lack of quality Tier 1 instruction resulted in poor student performance of all sub populations in all core areas.

Root Cause: Lack of quality lesson planning with appropriate levels of rigor.

Campus Improvement Plans



Board Goal 1: 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.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Campus Improvement Plans



Campus Example

Board Goal 1: 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 : The percentage of Hays Scholars K -5 achieving or exceeding their Reading RIT goal will increase from 54% to 65% by May of 2024.

Campus Improvement Plans



Strategy 1: 100% of scholars will utilize My Math Academy, i-Ready, and Do the Math to differentiate students needs during small group instruction.

Strategy 2: Teachers will disaggregate data from formal and informal assessments to identify and reteach low performing TEKS.

Strategy 3: Backward planning will be used to ensure high rigor is taught in every subject K -5.

Campus Improvement Plans



Fallon Mclane
San Jacinto Elementary



Amy Russell
Bowie Middle School



Anthony Garcia
Odessa High School

San Jacinto Elementary

Board Goal 2

The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective

At San Jacinto Elementary, the percentage of 3rd grade students reading at or above grade level will increase from 47% to 60% by May 2024.

Strategies

- The school's K-2 reading MCL will provide continuous campus embedded support for K-2 teachers in the fundamental aspects of reading and writing.
- All 3rd grade teachers will follow data protocols to help identify and close student gaps.
- Students will be strategically placed in tutoring groups and lead by highly effective teachers.

Bowie Middle School



Board Goal 1

The percentage of students achieving or exceeding the meets standard on state assessments will increase from 31% to 60% by May 2024 across all tested content areas.

Performance Objective

Student overall achievement on (6th -8th) math STAAR will increase from 29% to 60%.

Strategies

- Multi Classroom Leaders (MCLs) will work with teachers daily in their Professional Learning Communities (PLCs) to ensure quality planning is occurring.
- The leadership team is strategically structured to facilitate and support the content area in need.
- Various data protocols will be implemented by students, teachers, and administrators to ensure student growth.

Odessa High School



Board Goal 3

The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by 2024.

Performance Objective 1

Through foundational excellence, talent development and the learning journey, the percentage of OHS graduates considered College, Career or Military Ready will increase from 61% to 88% by May 2024.

Strategies

- Assistant principals and counselors will periodically review transcripts to ensure students are on track to fulfill the CCMR accountability requirements.
- Collaborated with Odessa College to obtain high quality Texas Success Initiative tutorial resources, which encompass senior level English & math courses, to boost student performance.
- CCMR Task Force will meet bi-weekly to focus on specific campus needs by utilizing a CCMR Tracker to monitor progress.

Next Steps

- Board approval
- Online Posting
- Implementation
- Formative Reviews

Feedback and Questions



Ector County Independent School District
Gale Pond Alamo Elementary
2023-2024 Campus Improvement Plan



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 the end of the 2023-2024 school year, the percentage of our students tested on MAP who meet or exceed their yearly growth projection in math will grow from 68% to 75%.





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%

Evaluation Data Sources: BOY MAP - Baseline data, MOY MAP - Benchmark, EOY MAP - Goal Achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: We will monitor data weekly during Professional Learning Communities. Data to include short cycle assessments, district benchmarks, and MAP data.</p> <p>Strategy's Expected Result/Impact: Evaluation of data creates a solid model for backward planning and reteach.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title One School-wide - \$80,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.</p> <p>Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</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 2: By the end of the 2023-2024 school year, the percentage of our students tested on MAP who meet or exceed their yearly growth projection in math will grow from 56% to 65%.





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%

Evaluation Data Sources: BOY MAP - Baseline data, MOY MAP - Benchmark, EOY MAP - Goal Achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: We will monitor data weekly during Professional Learning Communities. Data to include Istation monthly progress monitoring, short cycle assessments, district benchmarks, and MAP data.</p> <p>Strategy's Expected Result/Impact: Evaluation of data creates a solid model for backward planning and reteach.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Instructional Coach - Title One School-wide - \$80,000, Dyslexia Specialist - State Comp Ed - \$80,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.</p> <p>Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- 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;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: By the end of the 2023-2024 school year, our meets percentage in STAAR Math will increase from 60% to 65%.

Indicators of Success:

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

Evaluation Data Sources: STAAR Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.</p> <p>Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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: By the end of the 2023-2024 school year, our meets percentage in STAAR Reading will increase from 61% to 65%.

Indicators of Success:

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

Evaluation Data Sources: STAAR Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.</p> <p>Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: By the end of the 2023-2024 school year, the number of students testing at or above grade level on their end of the year Istation assessment will go from 60% to 70%.

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: Monthly monitoring and dis-aggregation of Istation assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Following monthly Istation assessment, K-2 reading teachers will meet with our Instructional Coach and the Admin team to look at skills reports to identify groupings and instruction for students based on areas of need.</p> <p>Strategy's Expected Result/Impact: Identify high areas of impact for learners and build individualized learning plans for students.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will provide Istation training to the teachers to help them better understand the resource and the tools available.</p> <p>Strategy's Expected Result/Impact: Teachers can dig into Istation at a deeper level and understand how to run</p>	Formative			Summative
	Oct	Jan	Mar	May

reports and evaluate and use data to improve the scores of students.
Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers

Title I:


2.4, 2.5, 2.6


- TEA Priorities:


Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levels:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

 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 2: By the end of the 2023-2024 school year, the percentage of our K-2 students tested on MAP who meet or exceed their yearly growth projection in math will grow from 54% to 65%.

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: BOY MAP - Baseline data, MOY MAP - Benchmark, EOY MAP - Goal Achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: K-2 teachers will use Saxon phonics daily to address foundational skills. Strategy's Expected Result/Impact: Teachers will provide high quality instruction to address foundational skills. Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: We will monitor data weekly during Professional Learning Communities. Data to include short cycle assessments, district benchmarks, and MAP data. Strategy's Expected Result/Impact: Evaluation of data creates a solid model for backward planning and reteach. Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers</p> <p>Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: By the end of the 2023-2024 school year, the percentage of our 3rd grade students tested on MAP who meet or exceed their yearly growth projection in math will grow from 61% to 70%.

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: BOY MAP - Baseline data, MOY MAP - Benchmark, EOY MAP - Goal Achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: We will monitor data weekly during Professional Learning Communities. Data to include short cycle assessments, district benchmarks, and MAP data.</p> <p>Strategy's Expected Result/Impact: Evaluation of data creates a solid model for backward planning and reteach.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Based on evaluation of need, students in 3rd grade will be enrolled in high impact tutoring with FEV tutoring.</p> <p>Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment.</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,

Lever 5: Effective Instruction

- Results Driven Accountability



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 4: By the end of the 2023-2024 school year, the percentage of our 3rd grade students tested STAAR score meets on their STAAR reading test will grow from 41% to 46%.

Indicators of Success:

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

Evaluation Data Sources: STAAR Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Based on evaluation of need, students in grades 3 will be enrolled in high impact tutoring with FEV tutoring. Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment. Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Results Driven Accountability</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 1: By the end of the year, our School Connectedness indicator as assessed by the student survey in Panorama will increase from 75% to 80%.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will implement the 7 mindsets curriculum with fidelity. Strategy's Expected Result/Impact: Students will have a better understanding of connectedness. Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, Counselor</p> <p>Title I: 2.5, 2.6, 4.1 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Our school counselor will meet with all classes weekly and provide character ed lessons that are integrated into the 7 mindsets curriculum. Strategy's Expected Result/Impact: Students will be able to develop a deeper understanding of connectedness and develop themselves as individuals. Staff Responsible for Monitoring: Admin, Counselor</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 2: By the end of the year, our Sense of Belonging indicator as assessed by the student survey in Panorama will increase from 77% to 80%.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: We will establish a student of the month program.</p> <p>Strategy's Expected Result/Impact: Students will understand develop an understanding of character and strive to exhibit high levels of morale and character.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Our campus will establish a junior VIP program.</p> <p>Strategy's Expected Result/Impact: Students will seek to excel in behavior to be able to participate in the junior VIP program.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</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: 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: By the end of the year 100% of our 3rd - 5th grade students will use AVID planners to support organization and learning engagement.

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Professional Learning Communities, AVID Self Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Our Assistant Principal will attend monthly AVID meetings and will present relevant information to our staff in professional learning communities.</p> <p>Strategy's Expected Result/Impact: Teachers will increase the level or rigor of their questioning and lessons.</p> <p>Staff Responsible for Monitoring: Admin, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Our campus will provide AVID planners to all 3rd - 5th students and will discuss implementation with teachers during PLCs.</p> <p>Strategy's Expected Result/Impact: Teachers will learn about the AVID program and the various pillars of AVID.</p> <p>Staff Responsible for Monitoring: Admin, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 4: By the end of the 2023-2024 school year our campus attendance percentage will increase from 95% to 97%.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will establish attendance incentive opportunities for students centered around the half days. Strategy's Expected Result/Impact: More students will attend school on the half days. Staff Responsible for Monitoring: Admin, Attendance Clerk</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Our campus will have parents sign the magnet contract that addresses magnet attendance and provide regular attendance notifications throughout the year. Strategy's Expected Result/Impact: Parents and students will be aware of the attendance expectations. Staff Responsible for Monitoring: Admin, Attendance Clerk, Teachers</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</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>				

Ector County Independent School District

Austin Montessori Elementary

2023-2024 Campus Improvement Plan



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: The percentage of students K-5 achieving or exceeding their MATH RIT goal will increase from 71% to 75%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will track assessment progress (Istation, MAP, STAAR) and set goals with teacher support through one-on-one conferences.</p> <p>Strategy's Expected Result/Impact: 56% of students will meet their EOY RIT MAP projection target.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				82

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction.</p> <p>Strategy's Expected Result/Impact: 56% of students will meet their EOY RIT MAP projection target.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: The Istation program will be used with fidelity for the required number of minutes weekly as established by the curriculum department.</p> <p>Strategy's Expected Result/Impact: 56% of students will meet their EOY RIT MAP projection target.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</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 2: The percentage of students K-5 achieving or exceeding their READING RIT goal will increase from 66% to 70%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will track assessment progress (Imagine Math, MAP, STAAR) and set goals with teacher support through one-on-one conferences.</p> <p>Strategy's Expected Result/Impact: 56% of students will meet their EOY RIT MAP projection target.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction.</p> <p>Strategy's Expected Result/Impact: 56% of students will meet their EOY RIT MAP projection target.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: The I Ready Math program will be used with fidelity for the required number of minutes weekly as established by the curriculum department.</p> <p>Strategy's Expected Result/Impact: 56% of students will meet their EOY RIT MAP projection target.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: By May of 2024, 50% of students will perform at the Meets level in 3rd-5th Math STAAR.

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: STAAR Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will track assessment progress (STAAR, Benchmark, SCA) and set goals with teacher support through one-on-one conferences.</p> <p>Strategy's Expected Result/Impact: Students will meet their projected STAAR target.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction.</p> <p>Strategy's Expected Result/Impact: Students will meet their projected STAAR target.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: By May of 2024, 50% of students will perform at the Meets level in 3rd-5th Reading STAAR.

High Priority





HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will track assessment progress (STAAR, Benchmark, SCA) and set goals with teacher support through one-on-one conferences.</p> <p>Strategy's Expected Result/Impact: students will meet their projected STAAR target.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction.</p> <p>Strategy's Expected Result/Impact: Students will meet their projected STAAR target.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 1: The percentage of Kindergarten - 2nd grade students reading on grade level will increase from 43% to 50% .

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten - second grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences.</p> <p>Strategy's Expected Result/Impact: Students will improve reading level and meet their end of year projected RIT score.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Kindergarten -second grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction.</p> <p>Strategy's Expected Result/Impact: All students will show one year of reading growth as measured by Istation and MAP.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: 57% of K-2 students will show growth on their Reading 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%, 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 Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Kinder - second grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences.</p> <p>Strategy's Expected Result/Impact: Students will improve reading level and meet their end of year projected RIT score.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Kinder - second grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction.</p> <p>Strategy's Expected Result/Impact: All students will show one year of reading growth as measured by Istation and MAP.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: 80% of 3rd grade students will show growth on their Reading MAP.

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: MAP Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Third grade students will track their Reading MAP progress and set goals with teacher support through one-on-one conferences.</p> <p>Strategy's Expected Result/Impact: Students will improve reading level and meet their end of year projected RIT score.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Third grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction.</p> <p>Strategy's Expected Result/Impact: All students will show one year of reading growth as measured by Istation and MAP.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: 50% of 3rd grade students will perform at the Meets level on their Reading STAAR 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%, 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 Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Third grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences.</p> <p>Strategy's Expected Result/Impact: Students will improve reading level and meet their end of year projected RIT score.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Third grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction.</p> <p>Strategy's Expected Result/Impact: All students will show one year of reading growth as measured by Istation and MAP.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: 100% of Austin students will utilize AVID planners to promote college readiness. by May of 2024.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of 4th -6th grade Austin students will utilize AVID planners to improve college readiness by the end of May 2024.</p> <p>Strategy's Expected Result/Impact: Delivery of 7 Mindsets lessons will ensure that students feel heard and understood and promote a sense of belonging at school.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Austin Montessori teachers will deliver weekly PEACE lessons to students.</p> <p>Strategy's Expected Result/Impact: Promote a peaceful school environment and community.</p> <p>Staff Responsible for Monitoring: Principal, AP, Montessori Coach</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Austin Montessori will use GRACE expectations in the classroom and common school areas.</p> <p>Strategy's Expected Result/Impact: Students and staff will understand the high level of expectations, promoting our positive and peaceful culture.</p>	Formative			Summative
	Oct	Jan	Mar	May


Staff Responsible for Monitoring: Principal, AP, Staff, Teachers


ESF Levers:

Lever 3: Positive School Culture

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





Performance Objective 2: School Connectedness Panorama data will increase from 67% to 70%.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Austin Montessori teachers will deliver weekly 7 mindsets lessons to students.</p> <p>Strategy's Expected Result/Impact: Delivery of 7 Mindsets lessons will ensure that students feel heard and understood and promote a sense of belonging at school.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Austin Montessori teachers will deliver weekly PEACE lessons to students.</p> <p>Strategy's Expected Result/Impact: Promote a peaceful school environment and community.</p> <p>Staff Responsible for Monitoring: Principal, AP, Montessori Coach</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Austin Montessori will use GRACE expectations in the classroom and common school areas.</p> <p>Strategy's Expected Result/Impact: Students and staff will understand the high level of expectations, promoting our positive and peaceful culture.</p> <p>Staff Responsible for Monitoring: Principal, AP, Staff, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Student daily attendance will increase from 94.5% to 95%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Austin Montessori students and staff will be celebrated for perfect attendance.</p> <p>Strategy's Expected Result/Impact: Teachers and principals are the primary influencers of student outcomes. With an increase in teacher capacity, a minimum of 56% of students will meet or exceed their EOY growth projection as measured by NWEA MAP Assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Austin Montessori administrator will communicate attendance goals and performance to our school community.</p> <p>Strategy's Expected Result/Impact: Teachers and principals are the primary influencers of student outcomes. With an increase in teacher capacity, a minimum of 56% of students will meet or exceed their EOY growth projection as measured by NWEA MAP Assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Ector County Independent School District
Blackshear Elementary
2023-2024 Campus Improvement Plan



Board Goals

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

Performance Objective 1: The percentage of students K-5 achieving or exceeding their Math RIT goal will increase from 63% to 68%.





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: MAP MOY and EOY

Monthly Istation Reports
SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Istation Monthly Reading Growth - Students meeting Istation Goals SCA at meets level MAP growth from BOY to MOY to EOY</p> <p>Staff Responsible for Monitoring: FTEs MCLs Principals</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD MATH Framework.</p> <p>Strategy's Expected Result/Impact: MAP Growth BOY to MOY SCA scoring at meets level</p> <p>Staff Responsible for Monitoring: FTEs MCLS Principals</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: The percentage of students K-5 achieving or exceeding their Reading RIT goal will increase from 50% to 55 %.





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: MAP MOY and EOY

Monthly Istation Reports
SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Rigor in Lessons Growth in Istation Reading</p> <p>Staff Responsible for Monitoring: FTEs MCLs Principals</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Growth in Istation Reading Students meeting Istation monthly Goals</p> <p>Staff Responsible for Monitoring: FTEs MCLs Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: By May of 2024, 40% of students will perform at the Meets level in 3rd-5th Math STAAR.





Indicators of Success:

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

Monthly Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Rigor in lessons Alignment to District Framework</p> <p>Staff Responsible for Monitoring: MCLs FTES Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady Math for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Student Progress in Math MAP Goals Met</p> <p>Staff Responsible for Monitoring: MCLs FTEs Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: By May of 2024, 35% of students will perform at the Meets level in 3rd-5th Reading STAAR.





Indicators of Success:

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

Monthly Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Understanding of TEKS Rigor in lessons</p> <p>Staff Responsible for Monitoring: MCLs FTEs Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Growth on Istation Reading</p> <p>Staff Responsible for Monitoring: MCLs FTEs Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 1: The percentage of Kindergarten- 2nd grade students reading on grade level will increase from 26% to 36%.

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%, 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: MAP MOY and EOY

Monthly Istation Reports

SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 K- % 1st - % 2nd - %</p> <p>Staff Responsible for Monitoring: K-2 Teachers MCLs Principals</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: K-2 classroom teachers, reading coach and part-time reading tutor will target at risk populations and utilize LLI four times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Student's will be monitored by monthly Istation tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met.</p> <p>Staff Responsible for Monitoring: Classroom Teachers K-3MCLs Principals</p> <p>Title I: 2.4, 2.5, 2.6</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: 70% of K-2 students will show growth on their READING MAP ASSESSMENT.





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%, 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: MAP MOY and EOY

Monthly Istation Reports
SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 K- % 1st - % 2nd - %</p> <p>Staff Responsible for Monitoring: K-2 teachers MCLs in K-2 Principals</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs.</p> <p>Strategy's Expected Result/Impact: Increase Meets level on MAP EOY in K-2</p> <p>K- % 1st - % 2nd - %</p> <p>Staff Responsible for Monitoring: FTEs MCLs Principals</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: 70% of 3rd grade students will show growth on their READING MAP.





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 MOY and EOY

Monthly Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity</p> <p>Staff Responsible for Monitoring: K-3 teachers MCLs in K-3 Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-3 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity</p> <p>Staff Responsible for Monitoring: K-3 teachers MCLs in K-3 Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: 35% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.





Indicators of Success:

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

Monthly Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-3</p> <p>Staff Responsible for Monitoring: K-3 teachers MCLs in K-3 Principals</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-3 classroom teachers, reading coach and part-time reading tutor will target at risk populations and utilize LLI four times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Student's will be monitored by monthly Istation tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met.</p> <p>Staff Responsible for Monitoring: Classroom Teachers K-3MCLs Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military ready will increase from 56% to 65% by May 2024.

Performance Objective 1: 100% of 3rd-5th students will utilize Avid strategies to promote college readiness.

Indicators of Success:

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: Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner.</p> <p>Strategy's Expected Result/Impact: organization two way communication</p> <p>Staff Responsible for Monitoring: Teacher AVID Site team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation.</p> <p>Strategy's Expected Result/Impact: organization rigor</p> <p>Staff Responsible for Monitoring: AVID site team Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military ready will increase from 56% to 65% by May 2024.

Performance Objective 2: School Connectedness panorama data will increase from 72% to 75%.

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: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The 7 Mindsets SEL curriculum will be implemented at least 4 times a week for 15 to 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers.</p> <p>Strategy's Expected Result/Impact: Reduce Discipline Referrals Build Positive relationships</p> <p>Staff Responsible for Monitoring: Teachers Counselor SEL Site Team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Character ED lessons will be rolled out to students two times a month 45 minutes each lesson by the counselor.</p> <p>Strategy's Expected Result/Impact: Self regulation Positive Relationships among All</p>	Formative			Summative
	Oct	Jan	Mar	May

Problem Solving Skills

Staff Responsible for Monitoring: Teachers
Counselor

Title I:

2.6


- **TEA Priorities:**


Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

 No Progress

 Accomplished

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





Performance Objective 3: Student daily attendance will increase from 92% to 94%.

High Priority

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: Attendance grade level liaisons will contact parents at two absences a month and document in Eduphoria on Contact form.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Attendance liaisons will hold attendance celebrations once a month for students meeting 95% attendance. Strategy's Expected Result/Impact: 95% attendance EOY rate Staff Responsible for Monitoring: Grade level Attendance Liaisons Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
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Ector County Independent School District

Blanton Elementary

2023-2024 Campus Improvement Plan

Blanton Elementary



Grizzly Bears

Board Goals

Board Goal 1: 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 2024, 75% of students, K-5th, will reach their individual RIT Growth scores in MAP Math.

Indicators of Success:

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
<p>Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 3 times weekly.</p> <p>Strategy's Expected Result/Impact: Increase in their MAP growth through evidence of RIT score.</p> <p>Staff Responsible for Monitoring: Grade level teacher, leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS.</p> <p>Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High performing students will grow academically.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coach, Leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: K-5 teachers will target at risk populations and utilize FEV tutoring three times per week for 30 mins each session. Students will utilize I-Ready three times per week for 20-25 minutes per group.</p> <p>Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High performing students will grow academically.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coach, Leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 1: 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 2024, 75% of students, K-5th, will reach their individual RIT Growth scores in MAP Reading.





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: NWEA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 3 times weekly.</p> <p>Strategy's Expected Result/Impact: Increase in their MAP growth through evidence of RIT score.</p> <p>Staff Responsible for Monitoring: Grade level teachers, campus leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Leveled Literacy Intervention will be used in all classrooms for students performing at the Approaches level or below, for a minimum of 30 minutes, 3 times weekly.</p> <p>Strategy's Expected Result/Impact: Increase in their MAP growth through evidence of RIT score.</p> <p>Staff Responsible for Monitoring: Grade level teacher, Instructional Coach, Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Differentiated instruction through Istation will be used at a minimum of 30 minutes, 3 times weekly.</p> <p>Strategy's Expected Result/Impact: Increase in their MAP growth through evidence of RIT score.</p> <p>Staff Responsible for Monitoring: Grade level teacher, Instructional Coach, Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: 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: By May 2024, 75% of students, 3rd-5th, will reach STAAR Meets/Masters in Math.





High Priority

Indicators of Success:

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





Strategy 1 Details	Reviews			
<p>Strategy 1: During weekly professional learning communities, the Data Driven Instruction protocol (DDI), will be followed to create Know and Show charts that identifies the level of rigor and questioning will be documented in daily lesson plans. Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. Staff Responsible for Monitoring: Campus Lead Teachers and Campus Leadership</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will ask at least two depth of knowledge questions daily that aligns with the TEK, which will be evident in their lesson plans and weekly walkthroughs. Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. Staff Responsible for Monitoring: Campus Lead Teachers and Campus Leadership</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: 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>	Formative			Summative
	Oct	Jan	Mar	May
				128

Strategy 3 Details	Reviews			
<p>Strategy 3: The daily objective will be written on the board in 100% of the classrooms and aligned to the TEK.</p> <p>Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: 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: By May 2024, 75% of students, 3rd-5th, will reach STAAR Meets/Masters in Reading.

Strategy 1 Details	Reviews			
<p>Strategy 1: During weekly professional learning communities, the Data Driven Instruction protocol (DDI), will be followed to create Know and Show charts that identifies the level of rigor and questioning will be documented in the daily lesson plans</p> <p>Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Campus Lead Teachers and Campus Leadership</p> <p>TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: As part of the DDI process, each grade level will use SCA assessments to create exemplars for student performance to reach.</p> <p>Strategy's Expected Result/Impact: Grade level teachers will have a full understanding of the depth of the grade level TEK and use the exemplar to compare student samples to.</p> <p>Staff Responsible for Monitoring: Leadership Team, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Leadership will conduct focused walkthroughs to identify the GAP, meet with the grade level teacher to name the GAP, and then coach to teacher to practice the activity or lesson before presenting to students in the classroom.</p> <p>Strategy's Expected Result/Impact: Through focused walkthroughs and collaborated discussions between leadership team, Instructional Coach or Lab Team Member, all teachers will be able to SEE the GAP, NAME the GAP, and CLOSE the GAP.</p> <p>Staff Responsible for Monitoring: Leadership Team, Instructional Coach, LAB Team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: 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 Kindergarten students reading at or above grade level will increase from 46% to 55% by May 2024.





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%, 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%

Evaluation Data Sources: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, Admin, and campus Instructional Coach on Tier 1 best instructional practices.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 3 times weekly.</p> <p>Strategy's Expected Result/Impact: Student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Teachers, Campus Instructional Coach, Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS.</p> <p>Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High performing students will grow academically.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: 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 1st grade students reading at or above grade level will increase from 40% to 55% by May 2024.

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: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 3 times weekly.</p> <p>Strategy's Expected Result/Impact: Student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Teachers, Campus Instructional Coach, Campus Leadership</p> <p>TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS.</p> <p>Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High performing students will grow academically.</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Campus Leadership

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

- Targeted Support Strategy



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 2: 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 percentage of 2nd grade students reading at or above grade level will increase from 32% to 50% by May 2024.

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%, 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: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and Admin on Tier 1 best instructional practices.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership</p> <p>TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS.</p> <p>Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High performing students will grow academically.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p>	Formative			Summative
	Oct	Jan	Mar	May
<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 35% to 45% by May 2024.

Performance Objective 4: The percentage of 3rd grade students who meet grade level will go from 48% to 65% by May 2024.





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%, 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: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and Admin. on Tier 1 best instructional practices.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership</p> <p>TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS.</p> <p>Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High performing students will grow academically.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: 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>- Targeted Support Strategy</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, Career, or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 1: 100% of 3-5 grade students will utilize AVID strategies to promote college readiness.

High Priority

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%, 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%, 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: Reduction discipline referrals, observations, increased student engagement in instruction

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure students learn organizational skills through maintaining a binder and a planner Strategy's Expected Result/Impact: Organization and two way communication with parents Staff Responsible for Monitoring: Classroom teachers, campus leadership</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Blanton will redesign the AVID site team and will implement AVID strategies with teacher monitor Strategy's Expected Result/Impact: organization and rigor Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: School Connectedness panorama data will increase from 75% to 80% by May 2024

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: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The 7 Mindsets SEL curriculum will be implemented every morning for 20 minutes to build positive relationships among students.</p> <p>Strategy's Expected Result/Impact: build strong positive relationships</p> <p>Staff Responsible for Monitoring: teachers, counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Character ED lessons will be given once a month for 45 minutes by the counselor.</p> <p>Strategy's Expected Result/Impact: Counselor</p> <p>Staff Responsible for Monitoring: Campus leadership</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 3: Student daily attendance will increase from 93% to 95%

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, 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 attendance records, rewards for the grade level with the highest attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will contact parents after the students have missed more than one consecutive day per the faculty handbook</p> <p>Strategy's Expected Result/Impact: better daily attendance</p> <p>Staff Responsible for Monitoring: teachers, campus leadership</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance celebrations once a month for the grade level meeting 95%</p> <p>Strategy's Expected Result/Impact: 95% attendance rate</p> <p>Staff Responsible for Monitoring: teachers, campus leadership</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Ector County Independent School District

Bonham Middle School

2023-2024 Campus Improvement Plan



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: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 58% to 68 % in the 2024 school year.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. Strategy's Expected Result/Impact: Overall student performance on MAP Math assessments across 6th-8th grade will increase. Staff Responsible for Monitoring: Math Department Chair, MCLs/TRTs, Math AP, Principal</p> <p>Title I: 2.5 - 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</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide personalized intervention to students that are identified in super sub-group category (Economically Disadvantaged, Homeless/Foster Care/Military, SPED/504, HB4545, White and Black) to close educational gaps.</p> <p>Strategy's Expected Result/Impact: Subgroup student performance will indicate that students indentified in the super sub group category are performing within 5% relative to other student groups.</p> <p>Staff Responsible for Monitoring: Principal, APs, Grade level Department Chairs, MCLs, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- 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;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 59% to 69 % in the 2023-2024 school year.

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: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction.</p> <p>Strategy's Expected Result/Impact: Overall student performance on MAP Math assessments across 6th-8th grade will increase.</p> <p>Staff Responsible for Monitoring: Instructional Coach, MCLs, Reading AP, Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide personalized intervention to students that are identified in super sub-group category (Economically Disadvantaged, Homeless/Foster Care/Military, SPED/504, HB4545, White and Black) to close educational gaps.</p> <p>Strategy's Expected Result/Impact: Subgroup student performance will indicate that students indentified in the super sub group category are performing within 5% relative to other student groups.</p> <p>Staff Responsible for Monitoring: Instructional Coach, MCLs, Reading AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- 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;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Student overall achievement (6th-8th) on Math STAAR will increase from 55% to 70% by the end of 2024.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR Math Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Math Department Chair, MCLs/TRTs, Math AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction. Strategy's Expected Result/Impact: Student engagement will be evident in all classrooms. Student achievement will increase by 10%. Staff Responsible for Monitoring: Math Department Chair, MCLs/TRTs, Math AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident. Student engagement will be evident in all classrooms. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: Student overall achievement (grades 6th-8th) on reading STAAR will increase from 55% to 65% by the end of 2024.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR Reading Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Instructional Coach, MCLs, Reading AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction. Strategy's Expected Result/Impact: Student engagement will be evident in all classrooms. Student achievement will increase by 10%. Staff Responsible for Monitoring: Instructional Coach, MCLs, Reading AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. Strategy's Expected Result/Impact: Student engagement will be evident in all classrooms. Student achievement will increase by 10%. Staff Responsible for Monitoring: Instructional Coach, MCLs, Reading AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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.

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: Bonham will raise the connectedness indicator within Panorama from 35% to 65% by the end of the 2024 school year.

High Priority





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

Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Bonham Middle School will host two family nights to help encourage parent involvement.</p> <p>Strategy's Expected Result/Impact: Positive feedback on the panorama data. School Culture.</p> <p>Staff Responsible for Monitoring: Counselors Admin team</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Bonham will build a team culture of diversity and acceptance through implementing House Systems based upon the Myers Briggs Personality Inventory.</p> <p>Strategy's Expected Result/Impact: Overall connectedness will increase as staff and students are identified in respective Parliaments (personality traits) and overall House (four similar personality types).</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
				152

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Panorama tools including: Social emotional learning data, Playbook strategies and Student Success Platform to support social emotional needs.</p> <p>Strategy's Expected Result/Impact: Targeted intervention strategies</p> <ul style="list-style-type: none"> - Increase in positive learner behaviors - Successful demonstration of Resiliency and Self-Control Life Principles - Increase in learner self-advocacy and communication skills addressing needs - Reduced discipline and behavior incidents, specifically incidents involving student conflict. <p>Staff Responsible for Monitoring: Deans Counselors</p> <p>Title I: 2.6</p> <p>- ESF Levers: 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: 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: 90% of Bonham students will utilize AVID interactive journals in all core subject areas to implement organizational skills, goal setting, and progress monitoring in by May 2024.





High Priority

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, 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: Evidence of interactive journals in every core classroom.

Strategy 1 Details	Reviews			
<p>Strategy 1: 90% of Bonham students will utilize AVID interactive journals in all core subject areas to implement organizational skills, goal setting, and progress monitoring in by May 2024.</p> <p>Strategy's Expected Result/Impact: Students take ownership in learning and organizational skills by using the interactive journal as reference tool or study tool.</p> <p>Staff Responsible for Monitoring: AVID coordinator.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: All Bonham Middle School learners will participate in at least two activities focused on career, college and life readiness.</p> <p>Strategy's Expected Result/Impact: Provide opportunities for learner experiences which provide information regarding a variety of post-secondary pathways (speakers, field trips, & post-HS planning meetings).</p> <p>Staff Responsible for Monitoring: Counselors AVID coordinator</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: Bonham will raise the attendance rate from 92% to 95% by the end of the 2024 school year.

High Priority

Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Bonham will build a team culture of diversity and acceptance through implementing House Systems based upon the Myers Briggs Personality Inventory.</p> <p>Strategy's Expected Result/Impact: Overall connectedness will increase as staff and students are identified in respective Parliaments (personality traits) and overall House (four similar personality types). Parliaments and Houses will provide extra support for accountability in attendance, academic performance and progress, and behavior management.</p> <p>Staff Responsible for Monitoring: Deans, Counselors, Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Student attendance will be monitored on a weekly basis and level of support will be provided to student and families to address truancy issues.</p> <p>Strategy's Expected Result/Impact: Attendance will increase and truancy measures addressed.</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Teachers, Deans, Attendance clerks, counselors, administration

Title I:

2.5


- TEA Priorities:


Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Ector County Independent School District

Bowie Middle School

2023-2024 Campus Improvement Plan



Board Goals

Board Goal 1: Goal 1: 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: Students Meeting or Exceeding individual growth projections on Math MAP will increase from 2023 53% Math (2022 49%) to District Goal of 60% MAP by May 2024.





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%

Evaluation Data Sources: MAP 2023 fall and MAP 2024 EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use 2023 Math EOY MAP data for data tracking, and update with Math BOY MOY EOY (Beginning of Year, Middle of Year, and End of Year). Teachers will chart this progress electronically and in display form so that teachers and students know their data and keep it in the forefront of instructional planning and delivery. Students will set goals and teachers and students will celebrate growth.</p> <p>Strategy's Expected Result/Impact: Students will show growth and track their own data for successes.</p> <p>Staff Responsible for Monitoring: Campus Admin, MCLs, content leads, and students tracking their own data.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will engage parents in the process by setting meetings with parents at Middle of the Year Math MAP data, to set goals and talk about student progress on Math MAP goals. Parents will have input on and be a partner with improving student achievement through frequent and quality feedback from the school with Math data reports and progress reports to parents through the School Status software and phone calls.</p> <p>Strategy's Expected Result/Impact: 80% of students will meet their MOY and EOY Math MAP targeted growth.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Admin,</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: Goal 1: 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: Students Meeting or Exceeding individual growth projections on Reading MAP will increase from 2023 42% (40% 2022) to District Goal of 60% Reading MAP by May 2024.





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%

Evaluation Data Sources: MAP 2023 fall and MAP 2024 EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use 2023 Reading EOY MAP data for data tracking, and update with BOY MOY Reading EOY (Beginning of Year, Middle of Year, and End of Year). Teachers will chart this progress electronically and in display form so that teachers and students know their data and keep it in the forefront of instructional planning and delivery. Students will set goals and teachers and students will celebrate growth.</p> <p>Strategy's Expected Result/Impact: Students will show growth and track their own data for move up.</p> <p>Staff Responsible for Monitoring: Campus Admin, MCLs, content leads, and students tracking their own data.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will engage parents in the process by setting meetings with parents at Middle of the Year Reading MAP data, to set goals and talk about student progress on Reading MAP goals. Parents will have input on and be a partner with improving student achievement through frequent and quality feedback from the school with Reading data reports and progress reports to parents through the School Status software and phone calls.</p> <p>Strategy's Expected Result/Impact: 80% of students will meet their MOY and EOY Reading MAP targeted growth.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Admin,</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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: Goal 1: 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: Students in grade 6 through 8 (reading) will close learning gaps by showing a 24% increase in STAAR Meets in reading. We will reach 60% Meets in Reading STAAR 2024.

(2022 STAAR showed Bowie Meets 30% Reading.) (2023 STAAR preliminary show Meets 36% Reading).





High Priority

Indicators of Success:

6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: 2024 State STAAR Accountability will show that Bowie increased 24% in each of Reading and to move to A or B status with accountability for 2024.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie has 2 Reading MCLs (Multi Classroom Leads) as a part of the district's Opportunity Culture. These Multi Classroom Leads work closely with teachers daily in their PLC (Professional Learning Communities). They follow YAG (Year at A Glance), pacing, backward planning, and data informed instruction. This process is valued and ongoing. They conduct coaching and feedback cycles with their teachers. Bowie is seeking one RA (Reach Associate to assist in 7th Reading class to assist the MCL (Multi Classroom Leader) in order to broaden the reach of her expertise.</p> <p>Strategy's Expected Result/Impact: Students will show increased scores on Reading SCA, MAP and 2024 STAAR accountability</p> <p>Staff Responsible for Monitoring: IC, MCL and admin team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Teacher Lead Stipend for leading and coaching team (not eligible for other stipends) - Title One School-wide - \$4,000, 2 Reading MCLs, and 1 RA part of the Opportunity Culture Model - Title One School-wide - \$67,000, After School Tutoring ESSR and PD - ESSER III - \$97,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Assistant Principal assigned to Reading content and follows the progress of Reading from Planning, PLCs, and through Data meetings and Data Response meetings. This assistant principal will attend and support high quality planning and lesson planning design, and will attend each PLC at least twice weekly. This alignment will allow the assistant principal to become more engaged and familiar with the content and work more closely with campus content teachers and district content coordinators to improve content rigor and depth in the instructional classroom. The assistant principals will conduct walkthroughs on the same content teachers and provide meaningful and quality feedback to the teachers in a timely manner.</p> <p>Strategy's Expected Result/Impact: 2024 STAAR results will show 60% Meets in Reading.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development for Reading (Coaching and Feedback - JobEmbedded) - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: Goal 1: 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: Students in grade 6 through 8 Math will close learning gaps by showing a 31% increase in STAAR Meets in math. We will reach 60% Meets in Math. (2022 STAAR showed Bowie Meets 21% Math.) (2023 STAAR preliminary showed Bowie Meets 29% Math).





High Priority

Indicators of Success:

6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: 2023 State STAAR Accountability will show that Bowie increased 20% in Math to move to A or B status with accountability for 2023

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie has two high quality Math MCLs (Multi Classroom Leads) who have earned Teacher Incentive Allotment status. These Multi Classroom Leads work closely with teachers daily in their PLC (Professional Learning Communities). They follow YAG (Year at A Glance), pacing, backward planning, and lead data informed instruction discussions. They conduct daily coaching and feedback cycles with their teachers. This process is valued and ongoing.</p> <p>Strategy's Expected Result/Impact: Students will show increased scores on Math SCA, MAP and 2023 STAAR accountability</p> <p>Staff Responsible for Monitoring: IC, MCL and admin team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: 2 Math MCLs (one 6th and one 7th) - Title One School-wide - \$34,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Assistant Principal and Principal assigned to Math content and follows the progress of Math from Planning, PLCs, and through Data meetings and Data Response meetings. This assistant principal will attend and support high quality planning and lesson planning design, and will attend each PLC at least twice weekly. This alignment will allow the assistant principal to become more engaged and familiar with the content and work more closely with campus content teachers and district content coordinators to improve content rigor and depth in the instructional classroom. The assistant principals will conduct walkthroughs on the same content teachers and provide meaningful and quality feedback to the teachers in a timely manner.</p> <p>Strategy's Expected Result/Impact: 2024 STAAR results will show 60% Meets in Math.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development for Math (Coaching and Feedback - JobEmbedded) - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	Empty review cells			
<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: Goal 1: 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 5: Bowie will grow the number of students who enroll in 8th Grade Algebra 1 with a goal of reaching 40% enrolled in Alg 1 by end of year 2026.

High Priority





HB3 Board Goal

Indicators of Success:

English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: Enrollment percentage based on the number of students who successfully achieve Meets level on their 7th grade Math 2023 STAAR results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie will hire and retain a highly qualified Algebra 1 teachers for school year 2023 - 2024, Strategy's Expected Result/Impact: Bowie will retain a highly qualified Algebra 1 teacher for 2023 2024 school year, with a goal of 100% of students passing Algebra 1 for 2024 STAAR. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Assistant Principal assigned to Algebra content and follows the progress of Algebra 1 instruction from Planning, PLCs, and through Data meetings and Data Response meetings. This assistant principal will attend and support high quality planning and lesson planning design, and will attend each PLC at least twice weekly. The Assistant Principal will work closely with the district coordinator over Algebra 1 in planning and quality resources and support for rigorous teaching.</p> <p>Strategy's Expected Result/Impact: The classroom Algebra 1 teacher will feel supported and grow students to 100% passing of the STAAR 2024 test.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, District Math Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 1: Bowie Middle School will increase college and career readiness by creating equitable opportunities for students to develop instructional routines that support secondary academic success which leads to post-secondary and career readiness which will increase the number of students accepted into choice school by 5% by May 2023.

Indicators of Success:

Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: The number of students who are accepted into choice high schools will increase from 15% to 20%. (15% of our 8th graders were accepted into a choice high school in May 2023.)

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie AVID Site team will hold bimonthly professional development on AVID organization with cross grade level consistency.</p> <p>Strategy's Expected Result/Impact: MAP will show 10% increase in number of students who met targeted growth from May 2023 to May 2024</p> <p>Staff Responsible for Monitoring: Bowie AVID site team, admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie AVID Site team will hold bimonthly professional development in PLCs (or after the Bell) on Open Ended Response strengthening with note-taking and annotation strategies.</p> <p>Strategy's Expected Result/Impact: 2024 STAAR results will show 30% Meets in Reading</p> <p>Staff Responsible for Monitoring: Bowie AVID site team, admin, Reading MCLs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				170

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will make sure that the majority of Exit slips and daily summative assessments incorporate student purposeful talk, student discussion and open-ended responses.</p> <p>Strategy's Expected Result/Impact: Bowie will show an increase of students, Emerging Bilinguals, who exit ESL increase by 10% from May 2023 to May 2024</p> <p>Staff Responsible for Monitoring: MCLs, Admin team, content leads</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Bowie Middle School will increase School Connectedness - Panorama results from 32% to 50% for the 2023-2024 school year.

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: Spring 2024 survey data will show School Connectedness move from a 32% to a 50%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Assistant Principal's roles and responsibilities realigned so that each is assigned one grade level. One assigned as the 6th Grade principal, one assigned as the 7th grade principal, and one assigned as the 8th grade principal. These principals will work with their grade level to build positive relationships to improve students campus experiences.</p> <p>Strategy's Expected Result/Impact: Student connectedness results in fall of 2023 and spring of 2024 will showed marked increase as the grade level principal works closely with students and families to build positive relationships. We expect to move from a 32% to a 50% School Connectedness.</p> <p>Staff Responsible for Monitoring: Admin, assistant principals</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie teachers will use the Pre-Referral checklist which tiers behavior, which includes specific classroom strategies for the teacher to employ to strengthen positive classroom management, in redirecting students to engage in the classroom learning environment.</p> <p>Strategy's Expected Result/Impact: Classroom referrals will decrease 5% from May 2023 to May 2024.</p> <p>Staff Responsible for Monitoring: classroom teachers, administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 20px;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> <div style="text-align: right;">172</div> </div>				

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 3: Bowie Middle School will increase student Sense of Belonging - Panorama results from 33% (2022 results) to 50% for the 2024 school year.

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 Fall 2023 and Spring 2024 survey data will show Sense of Belonging will increase to 50% for the 2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will realign the three counselors to be Grade Level Counselors so that they each work with a grade level community instead of random assistance.</p> <p>Strategy's Expected Result/Impact: Students will feel an increased sense of belonging that an adult cares about them per the Panorama survey, and will show increased percentage from Fall 2023 to Spring 2024 from 33% (2022 results) to 50% for the 2024 school year.</p> <p>Staff Responsible for Monitoring: grade level counselors, admin, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of Teachers will each write and post their individual teaching Vision Statements outside their classroom door and embed the vision in their classroom culture. (This is based on 2023 school PD with Hearne and Hearne, using their "why" statement and commitment in building their legacy each and every day via their personal Vision statement.</p> <p>Strategy's Expected Result/Impact: Teachers will work more closely with students in a positive manner as evidenced with an increase in Panorama student belonging results from Fall 2023 to Spring 2024 to increase school connectedness from 33% (2022 results) to 50% for the 2024 school year.</p> <p>Staff Responsible for Monitoring: classroom teachers, admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: School wide replacement of student desks in classrooms and library - Title One School-wide - \$75,000</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 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: Campus will work diligently to increase campus attendance rate from 91% to 95% by May 2024.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Weekly attendance from Attendance Dash board and daily School Status attendance rate.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will form an Attendance committee made up of Dean of Students, Grade Level APs, teachers, and work weekly on attendance, look at data, and make a plan to increase campus attendance.</p> <p>Strategy's Expected Result/Impact: Campus will work diligently to increase campus attendance rate from 91% to 95% by May 2024.</p> <p>Staff Responsible for Monitoring: Dean of Students, Teachers, clerks, Attendance committee, Principal, SAS liaison</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Incentive reward items for attendance - Local - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive back to school intense training in the TTESS rubric to make note and highlight the "opportunity" features listed in each of the dimensions, paying attention to "academic and social emotional success" listed in the rubric, and will choose an area from Domain II (instruction) to incorporate into their individual TTESS goals for</p>	Formative			Summative
	Oct	Jan	Mar	May

growth.

Strategy's Expected Result/Impact: Campus will work diligently to increase campus attendance rate from 91% to 95% by May 2024.

Staff Responsible for Monitoring: Dean of Students, Teachers, clerks, Attendance committee, Principal, SAS liason

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing



No Progress



Accomplished



Continue/Modify



Discontinue

Ector County Independent School District

Lee Buice Elementary

2023-2024 Campus Improvement Plan



Board Goals

Board Goal 1: Goal 1: 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: The percentage of students K-5 achieving or exceeding their MATH RIT goal will increase from 57% to 65%.





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%

Evaluation Data Sources: BOY, MOY and EOY MAP Data.

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

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will receive after school tutoring provided by their classroom teacher to fill in academic gaps.</p> <p>Strategy's Expected Result/Impact: Students will reach grade level potential in reading and math on MAP testing.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- 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;"> <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: Goal 1: 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: The percentage of students K-5 achieving or exceeding their READING RIT goal will increase from 51% to 60%.

High Priority

Indicators of Success:

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

Evaluation Data Sources: BOY, MOY and EOY MAP Data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Identified students (HB4545) will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency, and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation (2:45pm-3:10 pm).</p> <p>Strategy's Expected Result/Impact: High Yield One-on-One tutoring will show growth in Reading skills and comprehension.</p> <p>Staff Responsible for Monitoring: Campus Admin, Instructional Coach and Lead Teachers</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - ESSER III - \$600,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will increase scores on SCAs and MAP.</p> <p>Staff Responsible for Monitoring: Campus Admin, Instructional Coach and Lead Teachers</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: - Title One Instructional Continuity - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Board Goal 1: Goal 1: 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: By May of 2024, 40% of students will perform at the Meets level in 3rd-5th Math STAAR.

Indicators of Success:

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

Evaluation Data Sources: STAAR and MAP.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use MAP and SCAs data for lesson planning, "backwards planning", lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with Instructional Coach.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 10 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach.</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency.</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: Goal 1: 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: By May of 2024, 40% of students will perform at the Meets level in 3rd-5th Reading STAAR.

High Priority

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: STAAR and MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use MAP and SCAs data for lesson planning, "backwards planning", lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with Instructional Coach and MCL.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</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 1: The percentage of Kindergarten- 2nd grade students reading on grade level will increase from 45% to 50%.

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>Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, Saturday School, and FEV Tutor in order to reach grade level potential.</p> <p>Strategy's Expected Result/Impact: Student academic readiness will improve, and students will enter first grade on grade level.</p> <p>Staff Responsible for Monitoring: Teachers/ Admin</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title One School-wide - \$28,274</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Additional Saxon Phonics replacement kits due to increasing student enrollment.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Principal, IC, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - Title One Instructional Continuity - \$15,000</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 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: 50% of K-2 students will show growth on their READING MAP ASSESSMENT.

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>Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and FEV Tutor in order to reach grade level potential.</p> <p>Strategy's Expected Result/Impact: Students will reach grade level in reading and math on MAP testing.</p> <p>Staff Responsible for Monitoring: Teachers/ Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: 65% of 3rd grade students will show growth on their READING MAP.

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>Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and FEV Tutor in order to reach grade level potential.</p> <p>Strategy's Expected Result/Impact: Students will reach grade level potential on MAP testing.</p> <p>Staff Responsible for Monitoring: Teachers/ Admin</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Guided reading groups will be utilized in all reading classes in order to improve student growth.</p> <p>Strategy's Expected Result/Impact: Students will be on grade level in reading.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Teachers, Admin</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: 50% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT

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>Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and FEV Tutor in order to reach grade level potential.</p> <p>Strategy's Expected Result/Impact: Students will reach grade level potential in reading and math on MAP testing.</p> <p>Staff Responsible for Monitoring: Teachers/ Admin</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 1: 100% of 3rd-5th grade students will utilize Avid planners to promote college readiness.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Attendance Reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive training and expectations for AVID binder set up and organization. Strategy's Expected Result/Impact: Walkthroughs will move to showing more students engaged and organized. Staff Responsible for Monitoring: Assistant Principal and Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The administration will conduct weekly walkthroughs to audit consistent binder usage. Strategy's Expected Result/Impact: Students will demonstrate mastery of AVID binder organizational skills and strategies. Staff Responsible for Monitoring: Assistant Principal and Teacher</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture</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 learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% May 2024.

Performance Objective 2: School Connectedness panorama data will increase from 75% to 85%.

High Priority





Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: School counselor and teachers will implement daily SEL lessons (7 Mindsets) to increase school connectedness, culture, attendance and overall student engagement.</p> <p>Strategy's Expected Result/Impact: Panorama Survey Results</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrative leadership team will encourage parental involvement and increase PTA membership to increase school connectedness.</p> <p>Strategy's Expected Result/Impact: Increase school/home connections and involvement/support.</p> <p>Staff Responsible for Monitoring: PTA liaison, principal</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 learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% May 2024.

Performance Objective 3: Student daily attendance will increase from 93% to 95%.

Evaluation Data Sources: Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Truancy Meetings will be held every two weeks with parents/guardians of students with chronic trancies. Strategy's Expected Result/Impact: Improved attendance and overall student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers</p> <p>Title I: 2.6, 4.1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance contracts will be done on all students reaching the 90% or less threshold on absences. Strategy's Expected Result/Impact: Improved student attendance and academic success. Staff Responsible for Monitoring: Teachers, Staff, Administration</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>				

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>Strategy 1: The Burleson teachers analyze student data in weekly data meetings. Strategy's Expected Result/Impact: Increased student achievement in Reading and Math. Staff Responsible for Monitoring: Teachers, instructional coach, and campus administrators.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Extra duty pay for tutors - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff.</p> <p>Strategy's Expected Result/Impact: Increased teacher support and student achievement. Staff Responsible for Monitoring: Campus administrators.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Extra Duty Title I Tutors - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Extra duty pay - 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 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>Strategy 1: 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>Strategy's Expected Result/Impact: The students will be able to demonstrate growth based on the learning standard tested in the short cycle assessment.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coach, and campus administrators.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Extra Duty Pay - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p>Strategy 2: The Burleson teachers will engage in weekly data driven instruction based on the state and district assessments and teacher developed assessments.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Teachers, instructional coach, and administrators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Extra Duty Title I Tutors - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Tutors will provide individualized small group instruction during school and/or after school using district approved resources.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement</p> <p>Staff Responsible for Monitoring: Teachers and campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: 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>Strategy 1: The Burleson teachers will engage in weekly data driven instruction based on the state and district assessments and teacher developed assessments.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Tutorials - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Tutors will provide individualized small group instruction during school and/or after school using district approved resources.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement.</p> <p>Staff Responsible for Monitoring: Teachers, tutors, and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Tutoring services - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May



No Progress



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 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>Strategy 1: 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>Strategy's Expected Result/Impact: The percentage of students to reaching high average and high on NWEA MAP READING will increase from 6% to 12%.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coach, and administrators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Tutors will provide individualized small group instruction during school and/or after school using district approved resources.</p> <p>Strategy's Expected Result/Impact: The percentage of students to reaching high average and high on NWEA MAP READING will increase from 6% to 12%.</p> <p>Staff Responsible for Monitoring: Teachers, tutors, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 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>Strategy 1: Teachers will implement on-grade level lesson plans using the district curriculum framework and resources daily.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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>Funding Sources: 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>Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and in-person on 100% of the staff.</p> <p>Strategy's Expected Result/Impact: Increase teacher support and student achievement.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Extra duty pay - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will analyze student data weekly in PLC meetings.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: campus administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Instructional coach - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 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>Strategy 1: 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>Strategy's Expected Result/Impact: NWEA MAP SPANISH, iStation Spanish, short cycle assessments, teacher created assessments</p> <p>Staff Responsible for Monitoring: Teachers, instructional coach, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Interventions and tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Student reading levels will increase by 10%</p> <p>Staff Responsible for Monitoring: Teachers, instructional coach, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Tutorials - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May

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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 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>Strategy 1: 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>Strategy's Expected Result/Impact: The percent of students to show growth will increase by 6% by May 2024.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coach, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and in-person on 100% of the staff.</p> <p>Strategy's Expected Result/Impact: Teachers will implement a high leverage strategy from Lead4ward once a week.</p> <p>Staff Responsible for Monitoring: Administrators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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>Strategy 1: 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>Strategy's Expected Result/Impact: The percent of 3rd grade Spanish NWEA MAP Reading will increase by 5% by May 2024</p> <p>Staff Responsible for Monitoring: Teachers & campus administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Student growth goal on NWEA MAP SPANISH READING will increase by 5%</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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 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>Strategy 1: 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>Strategy's Expected Result/Impact: 3rd grade students will demonstrate a 5% growth at the Meets level on STAAR</p> <p>Staff Responsible for Monitoring: Teachers, instructional coach, administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 3rd grade students will demonstrate a 5% growth on their READING STAAR at the MEETS level</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Tutoring - Title One School-wide - \$40,000</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 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>Strategy 1: 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>Strategy's Expected Result/Impact: 3rd grade READING STAAR SPANISH performance will increase by 5% at the MEETS Level.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Intervention and tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Students in 3rd grade will show a 5% growth on their SPANISH MAP READING by the end of May 2024</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Intervention and tutoring - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 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>Strategy 1: 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>Strategy's Expected Result/Impact: Student self-efficacy will increase as students are celebrated for increased academic and attendance performance.</p> <p>Staff Responsible for Monitoring: Teachers, Communities in School representative, and administration.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Student incentives for academic performance and attendance. - Title One School-wide</p>	Formative			Summative
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: 100% of 3rd-5th grade students will utilize AVID planners in their classrooms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will model the expectation and ensure all students stay organized. Teacher will check planners weekly.</p> <p>Strategy's Expected Result/Impact: Students will see the value of staying organized.</p> <p>Staff Responsible for Monitoring: 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>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Attendance will be closely monitored by teachers, Community in Schools representative, clerk, and administration.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Incentives to celebrate students for perfect attendance. - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
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Ector County Independent School District

Burnet Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps



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: The percentage of students K-5 achieving or exceeding their Reading RIT goal will increase from 68th to 78th percentile.





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: MAP MOY and EOY

Monthly Istation Reports
SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs. Strategy's Expected Result/Impact: Reading intervention will be effective and student Reading scores will improve Staff Responsible for Monitoring: Admin, Instructional Coach, and District Reading Coach Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be coached and implement district curriculum, instructional frameworks, and TEK training to efficiently deliver Tier One instruction and targeted small group intervention.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and student accountability to mastery of targeted TEKS</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, and District Reading Coach Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: The percentage of students K-5 achieving or exceeding their Reading RIT goal will increase from 64th to 74th percentile.

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: MAP MOY and EOY

Monthly Istation Reports
SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs</p> <p>Strategy's Expected Result/Impact: Reading intervention will be effective and student Reading scores will improve</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, MCL, and District Reading Coach Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted, small group intervention at all grade levels to improve reading at grade level for teachers and identified students after school and training to increase student achievement.</p> <p>Strategy's Expected Result/Impact: High impact tutoring growth and leveled literacy intervention increasing success in Reading</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, and District Reading Coach Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: By May of 2024, 62% of students will perform at the Meets level in 3rd-5th Math STAAR.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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%, 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: MAP MOY and EOY

I-ready data
SCA
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive targeted intervention in Math incorporating Do the Math and Lonsestar as well as increasing coaching for Tier One Instruction.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, and District Curriculum Support Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: DDI process to understand and implement instruction, goal setting, and increased student engagement and student accountability.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, MCL II, and district curriculum support Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: By May of 2024, 65% of students will perform at the Meets level in 3rd-5th Reading STAAR.

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%, 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 MOY and EOY

Monthly Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be supported through T-TESS walkthrough, DDI Planning and TEK studies to understand the level of rigor to increase reading at grade level.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, and District Reading Coach. MCL II, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Student goal-setting, parent data talks, and small group targeted intervention incorporating the Science of Teaching Reading (K-3) and High impact tutoring.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, and District Reading Coach. MCL II, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Kindergarten- 2nd grade students reading on grade level will increase from 37% to 60%.





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%, 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 MOY and EOY

Monthly Istation Reports

SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: Burnet will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment</p> <p>Staff Responsible for Monitoring: Leadership Team, Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction.</p> <p>Strategy's Expected Result/Impact: All students will show one year of reading growth as measured by Istation and MAP</p> <p>Staff Responsible for Monitoring: Admin, teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: 75% of K-2 students will show growth on their Reading MAP Assessment from 55% to 70%

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%, 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: MAP MOY and EOY

Istation Reports
SCAs

Strategy 1 Details	Reviews			
<p>Strategy 1: Burnet will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment</p> <p>Staff Responsible for Monitoring: Leadership Team, Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: First grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction.</p> <p>Strategy's Expected Result/Impact: All students will show one year of reading growth as measured by Istation and MAP</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				222

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: 60% of 3rd grade students will show growth on their Reading NWEA MAP from 34% to 50%.

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 MOY and EOY

Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, and District Reading Coach, MCL II Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: K-3 classroom teachers, reading coach and part-time reading tutor will target at risk populations and utilize LLI four times a week for 45 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Student's will be monitored by monthly Istation tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Reading Coach, Targeted Tutoring Admin</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				223

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 3rd grade students will perform at the Meets level on their Reading STAAR Assessment.

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 MOY and EOY

- Istation Reports
- SCA
- Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment</p> <p>Staff Responsible for Monitoring: Teacher, Admin, Reading Coach and Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Third grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. Instructional specialist will coach teachers and implement the ECISD Frameworks.</p> <p>Strategy's Expected Result/Impact: All students will show one year of reading growth as measured by Istation and MAP</p> <p>Staff Responsible for Monitoring: Admin MCL, Instructional Specialist, and Reading Coach Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				224
 No Progress  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: 100% of 3-5 grade students will utilize AVID strategies to promote college readiness.

Indicators of Success:

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: Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in grades 3rd-5th will attend AVID Basic Training or Advanced Training based on their needs. Strategy's Expected Result/Impact: Improve AVID knowledge and understanding. Improve AVID implementation. Staff Responsible for Monitoring: Admin , Counselor, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of classroom teachers in grades 3rd-5th grade will implement at least one AVID strategy per week during the 2023-24 school year. Strategy's Expected Result/Impact: Increased engagement, goal-setting and college and career readiness. Staff Responsible for Monitoring: Teachers, Admin, Counselors</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: School Connectedness panorama data will increase from 59% to 75%.

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: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will deliver weekly 7 mindsets lessons to students. Strategy's Expected Result/Impact: Increase School Connectedness Staff Responsible for Monitoring: Teachers and Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Schoolwide discipline plan with a focus on CHAMPS and PBIS in all grade levels K-5th to foster a strong and positive school climate and culture. Strategy's Expected Result/Impact: Increase School Connectedness Staff Responsible for Monitoring: Administrators and Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</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: Student daily attendance will increase from 92% to 95% by May 2024.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership team will hold attendance celebrations once a month for students and/or grade levels meeting 95% attendance.</p> <p>Strategy's Expected Result/Impact: Increased instructional minutes and student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Data Clerk, Counselor, and Admin</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will follow the district truancy plan to contact parents at two absences a month and document in Eduphoria on Contact form.</p> <p>Strategy's Expected Result/Impact: Increased communication and student attendance</p> <p>Staff Responsible for Monitoring: Teachers, Data Clerk, Counselor, and Admin</p> <p>TEA Priorities: Improve low-performing schools</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>				

Ector County Independent School District
Cameron Dual Language 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: The percentage of students K-6 achieving or exceeding their MATH RIT goal will increase from 58% to 63%.

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: BOY, MOY, and EOY MAP RIT Scores

Strategy 1 Details	Reviews			
Strategy 1: Cameron teachers will use the district's Guided Math Framework for Tier 1 Instruction. Strategy's Expected Result/Impact: All students receive grade level Tier 1 instruction and all its components. Staff Responsible for Monitoring: Principal, AP, and Dual Language Specialist	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All K-6th grade students will complete at least 30 minutes per week of IStation Math and iReady activities. Strategy's Expected Result/Impact: Students will reinforce their learning through the activities and be challenged as they grow. Staff Responsible for Monitoring: Principal, AP, Dual Language Specialist	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Cameron will provide professional development opportunities that focus on differentiation strategies, thinking skills, conceptional learning, depth and complexity, and dual language best practices. Cameron will continue to utilize best practices as modeled by the Ron Clark Academy in Atlanta, GA. New teachers, instructional facilitators, and aides will attend professional development by the Ron Clark Academy to support implementation.</p> <p>Strategy's Expected Result/Impact: Increase classroom engagement and learning by teachers planning and delivering engaging and rigorous lessons and activities.</p> <p>Staff Responsible for Monitoring: Administrators, Dual Language Specialist, teachers, instructional facilitators, and aides</p> <p>Funding Sources: Conference, Hotel, Travel - Title One School-wide - \$27,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: PreK through 6th-grade teachers will receive Lead4ward training.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist establish instructional routines for all students, discover ways to expand student thinking, move instructional planning to action, and connect learning to student success.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Cameron will host a Math/Reading Family Night during the first semester.</p> <p>Strategy's Expected Result/Impact: The expected result is that parents are equipped with Reading and Math strategies that they can implement at home with their students to support their students' learning.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: Math and Reading materials - Title One School-wide - \$1,933</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 2: The percentage of students K-6 achieving or exceeding their Reading RIT goal will increase from 50% to 58%.

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: BOY, MOY, and EOY MAP RIT Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction. Strategy's Expected Result/Impact: All students receive grade level Tier 1 instruction and all its components. Staff Responsible for Monitoring: Principal, AP, and Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All K-6th grade students will complete their recommended time on IStation and iReady. Strategy's Expected Result/Impact: Students will reinforce their learning through the activities and be challenged as they grow. Staff Responsible for Monitoring: Principal, AP, Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Cameron will provide professional development opportunities that focus on differentiation strategies, thinking skills, conceptual learning, depth and complexity, and dual language best practices. Cameron will continue to utilize best practices as modeled by the Ron Clark Academy in Atlanta, GA. New teachers, instructional facilitators, and aides will attend professional development by the Ron Clark Academy to support implementation. Strategy's Expected Result/Impact: Increase classroom engagement and learning by teachers planning and delivering engaging and rigorous lessons and activities. Staff Responsible for Monitoring: Administrators, Dual Language Specialist, teachers, instructional facilitators, and aides Funding Sources: Conference, Hotel, Travel - Title One School-wide - \$27,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: One teacher from each grade level will attend the La Cosecha Dual-Language Conference in Santa Fe, New Mexico to participate in focused professional development based on research-based dual-language practices that will enhance instructional teaching strategies in order to meet the needs of learners at all levels.</p> <p>Strategy's Expected Result/Impact: Teachers will come back and implement research-based strategies that will help make content comprehensible for all students and in turn, increase academic achievement.</p> <p>Staff Responsible for Monitoring: Administrators and Dual Language Specialist</p> <p>Funding Sources: La Cosecha Conference Fee, transportation, and hotel stay in Albuquerque, NM - Title One School-wide - \$21,000</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: By May of 2024, the percentage of 3rd-6th grade students achieving Meets in Math STAAR will increase from 50% to 55%.

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%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold weekly DDI PLC Meetings and desegregate data to drive instruction that meets the needs of all students. Strategy's Expected Result/Impact: Teachers will gain knowledge about their student's performance, areas of need, and all students will receive differentiated instruction to help them grow. Staff Responsible for Monitoring: Administrators and Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: PreK through 6th-grade teachers will receive Lead4ward training. Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist establish instructional routines for all students, discover ways to expand student thinking, move instructional planning to action, and connect learning to student success. Staff Responsible for Monitoring: Administrators Funding Sources: lead4ward Professional Development - Title One School-wide - \$27,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Cameron will purchase Think Up Math supplemental materials for 3rd-6th grade for guided math small group differentiated instruction and STAAR preparation. Strategy's Expected Result/Impact: Teachers will be equipped to provide scaffolded instruction that is aligned to the TEKS and modeled after STAAR 2.0 Staff Responsible for Monitoring: Administrators Funding Sources: ThinkUp Math Resources - Title One School-wide - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				233

Strategy 4 Details	Reviews			
<p>Strategy 4: DDI PLC meetings will be held before each new unit.</p> <p>Strategy's Expected Result/Impact: Through the teacher's completion of the SCA exemplar, a Know-Show will be created which will help teachers refine the content and rigor of their instruction. Formative assessments will be used planned through exit tickets.</p> <p>Staff Responsible for Monitoring: Principal, AP, Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: By May of 2024, the percentage of 3rd-6th grade students achieving Meets in Reading STAAR will increase from 50% to 55%.

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%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: DDI PLC meetings will be held before each new unit. Strategy's Expected Result/Impact: Through the teacher's completion of the SCA exemplar, a Know-Show will be created which will help teachers refine the content and rigor of their instruction. Formative assessments will be used planned through exit tickets. Staff Responsible for Monitoring: Principal, AP, Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold unit DDI PLC Meetings and desegregate data to drive instruction that meets the needs of all students. Strategy's Expected Result/Impact: Teachers will gain knowledge about their student's performance, and areas of need, and all students will receive differentiated instruction to help them grow. Staff Responsible for Monitoring: Administrators and Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: 3rd through 6th-grade teachers will receive Lead4ward training. Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist establish instructional routines for all students, discover ways to expand student thinking, move instructional planning to action, and connect learning to student success, including STAAR 2.0 Staff Responsible for Monitoring: Administrators Funding Sources: lead4ward Professional Development - Title One School-wide - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Cameron will purchase Think Up Reading supplemental materials for 3rd-6th grade for guided reading small group differentiated instruction and STAAR 2.0 preparation.</p> <p>Strategy's Expected Result/Impact: Teachers will be equipped to provide scaffolded instruction that is aligned to the TEKS and modeled after STAAR 2.0</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: ThinkUp Math Resources - Title One School-wide - \$15,000</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 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 Kindergarten - 2nd-grade students reading on grade level will increase from 74% to 79%.





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%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: BOY, MOY, and EOY MAP RIT Scores
End of Year IStation Scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation Reading progress.</p> <p>Strategy's Expected Result/Impact: Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Funding Sources: Folders, dividers, sheet protectors, labels, colored paper - Title One School-wide - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Kinder - 6th grade teachers will be trained in analyzing IStation monthly assessment data to address the areas of need for each student.</p> <p>Strategy's Expected Result/Impact: Students will make one year's growth in all areas.</p> <p>Staff Responsible for Monitoring: Principal, AP, Dual Language Specialist, Teachers</p> <p>Funding Sources: IStation Professional Development - Title One School-wide - \$27,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction.</p> <p>Strategy's Expected Result/Impact: All students receive grade level Tier 1 instruction and all its components.</p> <p>Staff Responsible for Monitoring: Principal, AP, and Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
				237
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: By May of 2024, the percentage of K-2 students meeting their growth projection on the Reading MAP Assessment will grow from 55% to 60%.





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: BOY, MOY, and EOY MAP RIT Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation Reading progress.</p> <p>Strategy's Expected Result/Impact: Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Funding Sources: Folders, dividers, sheet protectors, labels, colored paper - Title One School-wide - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Kinder - 6th grade teachers will be trained in analyzing IStation monthly assessment data to address the areas of need for each student.</p> <p>Strategy's Expected Result/Impact: Students will make one year's growth.</p> <p>Staff Responsible for Monitoring: Principal, AP, Dual Language Specialist, Teachers</p> <p>Funding Sources: IStation Professional Development - Title One School-wide - \$27,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction.</p> <p>Strategy's Expected Result/Impact: All students receive grade level Tier 1 instruction and all its components.</p> <p>Staff Responsible for Monitoring: Principal, AP, and Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-between; 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>				238

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: By May of 2024, the percentage of 3rd-grade students meeting their growth projection on the Reading MAP Assessment will grow from 59% to 64%.





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: BOY, MOY, and EOY MAP RIT Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation Reading progress.</p> <p>Strategy's Expected Result/Impact: Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Funding Sources: Folders, dividers, sheet protectors, labels, colored paper - Title One School-wide - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Kinder - 6th grade teachers will be trained in analyzing IStation monthly assessment data to address the areas of need for each student.</p> <p>Strategy's Expected Result/Impact: Students will make one year's growth.</p> <p>Staff Responsible for Monitoring: Principal, AP, Dual Language Specialist, Teachers</p> <p>Funding Sources: IStation Professional Development - Title One School-wide - \$27,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction.</p> <p>Strategy's Expected Result/Impact: All students receive grade level Tier 1 instruction and all its components.</p> <p>Staff Responsible for Monitoring: Principal, AP, and Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-between; 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>				239

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: By May of 2024, the percentage of 3rd-grade students achieving Meets in Reading STAAR will increase from 38% to 45%.





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: STAAR Reading Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation Reading progress.</p> <p>Strategy's Expected Result/Impact: Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Funding Sources: Folders, dividers, sheet protectors, labels, colored paper - Title One School-wide - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Kinder - 6th grade teachers will be trained in analyzing IStation monthly assessment data to address the areas of need for each student.</p> <p>Strategy's Expected Result/Impact: Students will make one year's growth.</p> <p>Staff Responsible for Monitoring: Principal, AP, Dual Language Specialist, Teachers</p> <p>Funding Sources: IStation Professional Development - Title One School-wide - \$27,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction.</p> <p>Strategy's Expected Result/Impact: All students receive grade level Tier 1 instruction and all its components.</p> <p>Staff Responsible for Monitoring: Principal, AP, and Dual Language Specialist</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 1: 100% of 3rd-6th grade students will utilize Avid planners to promote college readiness.

High Priority

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, 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: AVID binder checks, students using the AVID binders

Strategy 1 Details	Reviews			
Strategy 1: Training will be provided for all new staff and refreshers over the AVID strategies will be provided for all 3rd-6th grade teachers. Strategy's Expected Result/Impact: AIVD Strategies are used in the classroom and are evident in student work. Staff Responsible for Monitoring: Principal, Assistant Principal, and Dual Language Specialist.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Encourage all staff members to participate in college awareness days. Strategy's Expected Result/Impact: Students are exposed and made aware of all the options that they have for college. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: School Connectedness Panorama Data will increase from 68% to 73%.

High Priority

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, 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: Spring Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will participate in Social Emotional Learning provided by their classroom teachers every Monday using the 7Mindsets Curriculum.</p> <p>Strategy's Expected Result/Impact: Students will be knowledgeable about the 7 Mindsets by completing activities that will help them feel cared for by their teachers and peers.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys.</p> <p>Strategy's Expected Result/Impact: Students will understand the importance of the survey and complete the survey in a quiet, safe, and secure environment.</p> <p>Staff Responsible for Monitoring: Assistant Principal and Dual Language Specialist</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: 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: Student daily attendance will increase from 95.3 % to 97%.

Indicators of Success:

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: Daily and weekly attendance reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences.</p> <p>Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive help if needed.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Principal</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold attendance raffles at the end of every nine weeks.</p> <p>Strategy's Expected Result/Impact: Encourage students to attend school every day.</p> <p>Staff Responsible for Monitoring: Principal and attendance clerk</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Ector County Independent School District
Carver Early Education Center
2023-2024 Campus Improvement Plan

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: 92% of Pre-K 4 students will be able to produce 26 letter sounds by the end of the 2023-2024 school year.





High Priority

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Instructional Coach Support, CLI Wave 1 Data, Report Card Data, Istation, Estrellita, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Planning during PLC's to teach letters and alphabet principle daily through Morning Message, Istation Data, Interactive Letter Walls, Small Groups, and Independent Learning Centers.</p> <p>Strategy's Expected Result/Impact: Classroom structures will provide learning expectations for all PreK4 students.</p> <p>Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Istation Data will be used to drive instructional focus for differentiation in Workstations and Small Groups. Strategy's Expected Result/Impact: Monthly testing will provide on-going PreK Data. Staff Responsible for Monitoring: Classroom teachers and administrator</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Administrator and Instructional Coach will conduct weekly walkthrough observations/coaching sessions and provide actionable feedback to increase student performance. Strategy's Expected Result/Impact: Instruction in classroom will remain focused and rigorous. Staff Responsible for Monitoring: Campus Administrator and Instructional Coach.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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>	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 2: Carver will provide specific, differentiated processes, procedures and routines for all classrooms and students to remain successful 100% of the time.





High Priority

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%, 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: Classroom Observations, Walk-throughs, Lesson Plans, PLC walk through feedback, CLI data, Coaching peer and administrative

Strategy 1 Details	Reviews			
<p>Strategy 1: PLC Learning walks conducted for Classroom Teachers 3 times a month.</p> <p>Strategy's Expected Result/Impact: Teachers will see classroom strategies in action to improve their teaching styles.</p> <p>Staff Responsible for Monitoring: Administrators and Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Feedback and support on Whole School Conscious Discipline Routines or similar emotional trainings.</p> <p>Strategy's Expected Result/Impact: Teachers and Instructional Aides will feel supported with training opportunities through out the school year. Students will be successful with routines and procedures.</p> <p>Staff Responsible for Monitoring: Conscious Discipline Action Team, Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Conscious Discipline or other trainings - Title One Instructional Continuity - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				247

Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Aides will participate in monthly PLC to develop strategies to plan, practice, and model effective small group instruction.</p> <p>Strategy's Expected Result/Impact: Instructional Aides will support the Classroom Teacher in achieving student growth.</p> <p>Staff Responsible for Monitoring: Classroom Teacher and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Carver will utilize Title One money to hire a highly qualified PreK Instructional Coach.</p> <p>Strategy's Expected Result/Impact: Instructional Coach will provide best practices to ensure students are provided with individualized instruction based on data collected.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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>- Results Driven Accountability</p> <p>Funding Sources: Instructional Coach - Title One School-wide - \$70,000</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: 92% of Pre-K 4 students will be able to rote count to 50 by the end of the 2023-2024 school year.

High Priority

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Instructional Coach Support, CLI Wave 1 Data, Report Card Data, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Planning during PLC's to teach number principles daily through Morning Message, Small Groups, and Independent Learning Centers.</p> <p>Strategy's Expected Result/Impact: Classroom structures will provide learning expectations for all PreK4 students.</p> <p>Staff Responsible for Monitoring: Campus Administrator and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Report Card Data will be used to drive instructional focus for differentiation in Workstations and Small Groups.</p> <p>Strategy's Expected Result/Impact: 9 week Report Card will provide on-going PreK Data.</p> <p>Staff Responsible for Monitoring: Campus Administrator and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				249

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: 92% of Pre-K 4 students will identify 26 upper case and lower case letters by the end of the 2023-2024 school year.





High Priority

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: BOY and EOY CLI scores, Report Card Data, Istation Data, Small Group Data, and Academic Parent Teacher Team Conferences

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly lesson plans showing strategies to intentionally teach letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers.</p> <p>Strategy's Expected Result/Impact: Pre K 4 students will leave Carver with a strong emerging reader foundation.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers, Instructional Aides</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Building a strong Academic Parent Teacher Team to provide strategies, activities, and an explanation of data to help the success of each student.</p> <p>Strategy's Expected Result/Impact: Parents and Classroom Teachers will work together to build a strong foundation for emerging readers by creating activities to support learning at home.</p> <p>Staff Responsible for Monitoring: Administrators, and Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: ex. Magnetic Letters, supplies for teacher created routine books - Title One Instructional Continuity - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Administrators and Instructional Coach will conduct walkthroughs, observations/coaching sessions and provide actionable feedback.</p> <p>Strategy's Expected Result/Impact: Classroom Instruction will improve to meet the needs of students.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</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: Increase Phonological Awareness performance to 95% between the CLI BOY and EOY.





High Priority

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: CLI Data, Istation Data, Report Card Data and observation

Strategy 1 Details	Reviews			
<p>Strategy 1: Create rhyming activities to recognize, identify, and distinguish during PLCs for small groups and RTI (response to Intervention).</p> <p>Strategy's Expected Result/Impact: Students will engage in activities that involve identifying and generating rhyming words. Ex. rhyming books, poems, and word play</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Aides</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will add specific strategies for segmenting and blending sounds in Lesson Plans for workstations and small groups to support all learners.</p> <p>Strategy's Expected Result/Impact: Students will be taught during small group instruction to break words into individual sounds. All students will have pictorial support and increase rigor without pictorial support.</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Aides</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				252

Strategy 3 Details	Reviews			
<p>Strategy 3: Using singing and chanting with songs in the Frog Street Curriculum.</p> <p>Strategy's Expected Result/Impact: Incorporate songs, chants, and nursery rhymes that emphasize different sounds and phonemic patterns.</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Aides</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Introduce new vocabulary that students will need to understand for comprehension within a new curriculum unit.</p> <p>Strategy's Expected Result/Impact: Introduce new vocabulary that students will need to understand for comprehension within a new curriculum unit.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Teachers and Instructional Aides</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Teachers will use proactive strategies from Conscious Discipline to support students' sense of connectedness , belonging, and SEL 100% of the time.

High Priority

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%, 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: Students will feel valued every day and will enjoy coming to school ultimately encouraging them to stay in school.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Training, Coaching, and Opportunities to build on Conscious Discipline Knowledge. Strategy's Expected Result/Impact: Staff, Parents, and Students will feel supported through Conscious Discipline Strategies. Staff Responsible for Monitoring: Administrators, Classroom Teachers, Instructional Aides ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Conscious Discipline Team Support System Strategy's Expected Result/Impact: Staff will feel supported by trained Team Members. Staff Responsible for Monitoring: Administrators and Conscious Discipline Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Parent Conscious Discipline Training</p> <p>Strategy's Expected Result/Impact: Parents will understand how to expand the Conscious Discipline Strategies at home.</p> <p>Staff Responsible for Monitoring: Conscious Discipline Team, Classroom Teachers, Instructional Aides</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Classroom teachers, instructional staff, and administrators will participate in Conscious Discipline coaching.</p> <p>Strategy's Expected Result/Impact: Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma by working with a Conscious Discipline coach.</p> <p>Staff Responsible for Monitoring: Administrator and Conscious Discipline Team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Conscious Discipline Coach - Title One School-wide - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Classroom teachers and Administrator will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students.</p> <p>Strategy's Expected Result/Impact: Teachers and Administrator will feel empowered to work with students</p>	Formative			Summative
	Oct	Jan	Mar	May

experiencing big trauma and behaviors.

Staff Responsible for Monitoring: Administrator, Secretary

Title I:

2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

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

Funding Sources: Conscious Disciple Trainings or other like professional development to support Social Emotional Health for students. - Title One School-wide - \$25,000



No Progress



Accomplished



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





Performance Objective 2: 100% of Carver families will participate in Parent and Family Engagement opportunities and projects to increase school and home connections.

High Priority

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, 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: Parent surveys, Sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Carver will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters.</p> <p>Strategy's Expected Result/Impact: Parents will feel supported and empowered to work with their children at home. Teacher will work with families based on students individual needs. Resources will be purchased and sent home for continued practice.</p> <p>Staff Responsible for Monitoring: Teachers and Administrator</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: ex magnetic letters, numbers, data folders - Title One Instructional Continuity - \$1,700</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Carver will foster a collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade.</p> <p>Strategy's Expected Result/Impact: Positive image of Carver Early Education Center and higher level of parent engagement.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Carver student attendance will increase from 90% to 95% by the end of the 2023-2024 school year.

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%, 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%

Strategy 1 Details	Reviews			
<p>Strategy 1: 9 Week Perfect Attendance Recognition.</p> <p>Strategy's Expected Result/Impact: Students will receive recognition, a token for our Book Vending Machine, a college T-shirt of their choosing, and parents will be entered to win a \$50 gas card.</p> <p>Staff Responsible for Monitoring: Campus Administrator will provide T-shirts and gas card.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% communication between school and home, when students have been out more than 3 consecutive days.</p> <p>Strategy's Expected Result/Impact: Families will feel supported and know their child has been missed.</p> <p>Staff Responsible for Monitoring: Office Staff, Administrator, Classroom Teacher and School Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Using Conscious Discipline, Teachers and Instructional Aides will create routine books, visuals, and curriculum to increase success for all students by creating a Safe Place within our school.</p> <p>Strategy's Expected Result/Impact: Staff and students will create routines.</p> <p>Staff Responsible for Monitoring: Conscious Discipline Team, Administrator, and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</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>				

Ector County Independent School District

Cavazos Elementary

2023-2024 Campus Improvement Plan



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 2024 75% of students will meet or exceed the STAAR Reading progress measure, specifically Hispanic, Eco-Dis, and Emergent Bilingual students.





High Priority

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%, 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: Unit SCA assessment data, monthly Istation data, monthly running records, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</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 2: By the end of the school year, the percentage of students in K-5 achieving or exceeding their Math RIT goal will increase from 58% to 65% student end of year RIT score will be at meets or exceeds based on individual growth projections based upon MATH MAP; special pops closely monitored will be Hispanic, Eco-Dis, and Emergent Bilingual students.

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: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for math and after the middle & end of the year for MAP assessment.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, Imagine Math lessons passed by student, including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use a corrective instruction action planning process, write tier 1 lesson exemplars, and internalize lesson plans individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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 3: By the end of the school year, the percentage of students in K-5 achieving or exceeding their Reading RIT goal will increase from 50% to 60% student end of year RIT score will be at meets or exceeds based on individual growth projections based upon Reading MAP; special pops closely monitored will be Hispanic, Eco-Dis, and Emergent Bilingual students.





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%

Evaluation Data Sources: Unit SCA assessment data, monthly Istation data, monthly running records, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use a corrective instruction action planning process, write tier 1 exemplars and internalize lesson plans individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% 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 4: By May of 2024, 75% of students will perform at the Meets level in grades 3rd-5th Math STAAR and Cavazos will provide differentiated processes for our all sub-populations with specific focus on Hispanic, Eco-Dis, and Emergent Bilingual students.





High Priority

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%, 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: SCA test, Exit Tickets, reassessment data, Independent Student Work, Interim Assessments, STAAR 2024

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide differentiated coaching, modeling, and wrap around services for all teachers - MCLs, MTRT, and the school administration will on a daily basis as reflected in our master schedule and individual work plans.</p> <p>Strategy's Expected Result/Impact: Improved practice and implementation of core and data-driven practices, fidelity to the core</p> <p>Staff Responsible for Monitoring: teachers, MCLs, MTRTs, admin, ILT, and grade level leads</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Opportunity Culture - Title One School-wide - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p>Strategy 2: The MCLs, MRTs, and grade level leads will run daily PLC and will participate in disaggregate data, discuss gaps, and model best practices strategies to meet the Eco-Dis, Hispanic, Emergent Bilingual sub-populations.</p> <p>Strategy's Expected Result/Impact: development of high functioning team guided by data driven best practices that result in significant student growth in the areas of reading/math as measured by MAP, IStation, Imagine Math, running records, and SCA.</p> <p>Staff Responsible for Monitoring: ILT, admin, instructional coach, and grade level leads</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Title I Grade Level Leads - Title One School-wide - 6117 - \$24,000</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 5: By May 2024, Cavazos STAAR Math goal for the domain 2A value is 75, which will score the campus a C rating. In order to do this, we intend to target students that did not make growth or went backwards, specifically closely monitor Emergent Bilingual, Eco-Dis, and Hispanic students.





High Priority

Indicators of Success:

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

Evaluation Data Sources: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for math and after the middle & end of the year for MAP assessment.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments and interim assessments for math by the end of the year to close academic gaps for special pops, and ensure that all students make at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Teaching Materials: Think it Up! - Title One School-wide - 6396 - \$16,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, Imagine Math lessons passed by student, including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments and district benchmark assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments and district benchmark assessments for math by the end of the year to close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Travel: Teacher - Title One School-wide - 6411 - \$12,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 6: Monitors the effectiveness of team outcomes for staff and student performance.

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: PLC, ILT, and committee notes, agendas, norms, goals/outcomes.

Committees: Culture and Climate, Safety Committee, CIP/SBDM, Student Activities/CHAMPS, ILT, RTI/MTSS

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporates written protocols and processes that are consistently used to lead and manage various leadership teams and other instructional functions.</p> <p>Strategy's Expected Result/Impact: To ensure scholars have a safe school environment, to ensure teachers are implementing data-driven instruction that is student - centered.</p> <p>Staff Responsible for Monitoring: ILT, Admin, instructional coach, grade level leads, MCL</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</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 7: Implementation of student reading and math goals for MOY & EOY through individual student goal setting conferences with specific focus on MAP ELAR/SLAR and Math.

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%, 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: classroom data wall, PLC data dives, 1:1 data chats, RTI referrals, tier 2 and tier 3 student data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensures student diagnostics and data are used to consistently provide timely, targeted, and data-driven interventions from highly effective teachers and address learning needs.</p> <p>Strategy's Expected Result/Impact: meet/exceed MOY/EOY goals on MAP and other district/state assessments</p> <p>Staff Responsible for Monitoring: ILT, IC, teachers, admin, CIP/SBDM, and grade level leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Furniture: Headphones for Intervention Time - Title One School-wide - 6398 - \$10,000, Salaries/Wages Professional: Part Time Reading Tutors - Title One School-wide - 6119 - \$36,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Through monthly Data Dives and grade level planning we will be able to intentionally identify growth trends and instructional needs.</p> <p>Strategy's Expected Result/Impact: Special Populations (504,Dyslexia, SPED, EL, Homeless, Migrant, Military, and Foster) will make adequate growth and meet end of the year goals.</p> <p>Staff Responsible for Monitoring: Multi-Class Leaders, MTRTs, Grade level leads, ILT, admin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 1: The percentage of Kinder through 2nd grade students meeting the growth standard on Reading MAP will increase from 54% to 60% by the end of May 2024.

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%, 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: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, MCLs, MTRTs, grade level leaders, classroom teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, MCLs, MTRTs, grade level leaders, classroom teachers</p> <p>TEA Priorities: 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>- ESF Levers: 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>Funding Sources: Extra Duty Pay: ASP Tutoring, SLC parent data chats - Title One School-wide - 6117 - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, MCLs, MTRTs, grade level leaders, classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Contracted Services: Region 18: New Teacher PL: GBF/TLaC - Title One School-wide - 6299 - \$9,000</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 2: The percentage of Kinder through 2nd grade students meeting the growth standard on Reading MAP will increase from 54% to 60% by the end of May 2024.





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%, 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: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>TEA Priorities: 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>- ESF Levers: 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>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.4, 2.6, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: General Supplies: Parent Data Chat folders and supplies - Title One School-wide - 6399 - \$1,199</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use a corrective instruction action planning process, write tier 1 exemplars, and internalize lesson plans individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</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 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 percentage of Kinder through 2nd grade students meeting the growth standard on Reading MAP will increase from 54% to 60% by the end of May 2024.

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%, 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: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use a corrective instruction action planning process, write tier 1 exemplars and internalize lesson plans individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers implement Saxon Phonics with fidelity as reflected on the daily schedule and master schedule to ensure foundational skills are explicitly taught.</p> <p>Strategy's Expected Result/Impact: An increase of EOY MAP RIT scores from 50% students meeting/exceeding their projected RIT to 60% by the end of the academic year.</p> <p>Staff Responsible for Monitoring: administration, instructional leadership team, MCLs, MRTs, grade level leads</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Cavazos will implement daily sustained silent reading in order to provide students ample of opportunities to read at school and increase their reading fluency and comprehension through a variety of selection of leveled books.</p> <p>Strategy's Expected Result/Impact: An increase of EOY MAP RIT scores from 50% students meeting/exceeding their projected RIT to 60% by the end of the academic year.</p> <p>Staff Responsible for Monitoring: administration, instructional leadership team, MCLs, MTRTs, grade level leads</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</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 4: The percentage of third grade students meeting the growth standard on Reading MAP will increase from 54% to 60% by the end of May 2024.





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%, 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: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, MCLs, MTRTs, grade level leaders, classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use a corrective instruction action planning process, write tier 1 exemplars, internalize lesson plans individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</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 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 third grade students achieving the meets standard on Reading STAAR will 31% to 35% by the end of May 2024.





High Priority

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%, 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: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use a corrective instruction action planning process, write tier 1 exemplars, and internalize lesson plans individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</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: 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: Panorama data on school connectedness will increase from 67% to 70% in grades 3-5.





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, increased attendance, failure reduction rate, reduction of truancy

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of CHAMPS and the Get-Better-Fast Management Trajectory Scope and Sequence and counselor character education lessons embedded monthly.</p> <p>Strategy's Expected Result/Impact: create a positive campus culture</p> <p>Staff Responsible for Monitoring: counselor, CHAMPS committee members, instructional leadership team, campus improvement team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will have the opportunity to engage in SEL and behavior skills through Seven Mindsets on a daily basis through their homeroom classroom.</p> <p>Strategy's Expected Result/Impact: Students will have a sense of belonging at Cavazos as reflected in school engagement through participation of extended learning opportunities and reflected in the Spring Panorama Survey of 69% -70% school connectedness.</p> <p>Staff Responsible for Monitoring: teachers, counselor, instructional leadership team, administration, campus improvement team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Cavazos will have a school-wide approach to teach students the use of "I Messages" for conflict resolution, impulse control, and setting healthy limits with peers.</p> <p>Strategy's Expected Result/Impact: Reduction of physical altercations, bullying, and an increase of students using language to set healthy boundaries with each other.</p> <p>Staff Responsible for Monitoring: all staff, teachers, counselor, admin, CHAMPS committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Cavazos will implement an incentive matrix to recognize and connect student's have a deeper connection to their school and engage in their learning in meaningful ways.</p> <p>Strategy's Expected Result/Impact: Students will have a sense of belonging at Cavazos as reflected in school engagement through participation of extended learning opportunities and reflected in the Spring Panorama Survey of 69% -70% school connectedness.</p> <p>Staff Responsible for Monitoring: all staff, teachers, counselor, admin, CHAMPS committee, grade level leads, Culture/Climate Committee</p> <p>Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Cavazos will focus on trauma-informed practices by providing teachers and staff monthly professional learning through a book-study, "Help for Billy".</p> <p>Strategy's Expected Result/Impact: Teachers will have the necessary tools and strategies to identify, support, and address students with trauma and students will feel safe and connected to school community and peers. Panorama safety data will increase from 50% of students feeling safe to 60%.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, counselor, administration, teachers, grade level leads</p> <p>Title I: 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy 	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  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: Cavazos will grow its AVID program for grade first through fifth for the 2023-2024 school year; 100% of 3rd through 5th grade teachers will implement one AVID strategy each month for students.

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%, 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: Full implementation of AVID strategies in grade Kinder through 5th. Student portfolios, PLCs AVID agendas/trainings, AVID strategies visibly used by all students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Kinder through fifth grade students will be provided AVID strategies and study habits in order to increase rigor and engagement through student ownership, accountability, and critical thinking.</p> <p>Strategy's Expected Result/Impact: Kinder through fifth grade students will attain college and career organizational skills and critical thinking skills through their educational experience at Cavazos.</p> <p>Staff Responsible for Monitoring: AVID lead, instructional leadership team, all teachers in grade first through 5th, grade level leads, AP</p> <p>Title I: 2.4 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: All kinder through fifth grade teachers will be trained throughout the school year with AVID strategies and embed in their daily lesson plans.</p> <p>Strategy's Expected Result/Impact: An increase of student engagement and organizational skills will be evident practices in grades first through fifth.</p> <p>Staff Responsible for Monitoring: AVID lead, instructional leadership team, all teachers in grade kinder through 5th, grade level leads, AP</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: Cavazos Elementary annual student attendance will increase from 90.6% in April 2023 to 95% in May 2024.

High Priority





Indicators of Success:

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

Evaluation Data Sources: District/Campus Weekly Attendance Reports, weekly check-in/check-outs, Truancy Contracts, Weekly Attendance Committee Meetings data reviews.

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance committee will meet weekly to review attendance weekly trends to identify tier 2 and tier 3 students for wrap around supports and incentives.</p> <p>Strategy's Expected Result/Impact: Reduce tardies and absences and increase perfect attendance.</p> <p>Staff Responsible for Monitoring: Admin, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance parent engagement and involvement by effectively communicating with parents through a variety of differentiated sources: phone calls, home visits, MTSS/RTI meetings, student-led conference, Student-Support Team Parent meetings, parent conferences, notes, home-visits when students are absent/truant.</p> <p>Strategy's Expected Result/Impact: increase of daily attendance, reduction of truancy, expected results will be higher attendance, and students will be receiving daily instruction on a consistent basis</p> <p>Staff Responsible for Monitoring: Admin, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: General Supplies Parent Data Chat folders and supplies - Title One School-wide - 6399 - \$1,199</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Cavazos will incentivize and recognize students/classes weekly, monthly, quarterly/yearly and provide RTI/MTSS wrap around services to tier 2 and tier 3 students.</p> <p>Strategy's Expected Result/Impact: daily attendance increase, reduction of RTI truancy referrals</p> <p>Staff Responsible for Monitoring: Admin, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: In partnership with Community In Schools Site Coordinator and district attendance specialist, Cavazos will conduct home visits, 1:1 parent consultations, and provide differentiated wrap around services for tier 2 and tier 3 students/families with chronic/truant tendencies.</p> <p>Strategy's Expected Result/Impact: Increase daily attendance, reduction of truancy, expected results will be higher attendance, and students will receive daily instruction on a consistent basis.</p> <p>Staff Responsible for Monitoring: Admin, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: General Supplies To support attendance and parent outreach - Title One School-wide - 6399 - \$1,495</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Cavazos will continue to provide Home Club After School Services for all students displaying chronic/truant tendencies in order for certified teachers to provide them differentiated and small group individualized academic support so they can catch up on their assignments.</p> <p>Strategy's Expected Result/Impact: students with chronic absenteeism will decrease their failure rate, attend school regularly, and build relationships at school through differentiated supports</p> <p>Staff Responsible for Monitoring: Admin, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</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>				

Ector County Independent School District
Crockett Middle School
2023-2024 Campus Improvement Plan







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: Students Meeting or Exceeding individual growth projections on Math MAP will increase from 2023 49% Math to the goal of 60% MAP by May 2024.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%





Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leadership teams will meet after each MAP assessment period to disaggregate data and review data in order to make data-informed decisions. In the process, teachers will be trained to analyze the MAP data to inform their lesson planning and instruction that will produce growth outcomes for students.</p> <p>Staff Responsible for Monitoring: Academic leadership team Teachers Support Staff</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 2: Students Meeting or Exceeding individual growth projections on Reading MAP will increase from 2023 57% to the goal of 68% Reading MAP by May 2024.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leadership teams will meet after each MAP assessment period to disaggregate data and review data in order to make data-informed decisions. In the process, teachers will be trained to analyze the MAP data to inform their lesson planning and instruction that will produce growth outcomes for students.</p> <p>Staff Responsible for Monitoring: Academic leadership team Teachers Support Staff MCLs MTRT TRT</p> <p>Funding Sources: Title 1 - Title One School-wide - \$120,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Student Meets achievement (6th-8th) on Math STAAR will increase from 26% to 50% by the end of 2024.





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%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: MAP scores

SCA
STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.</p> <p>Staff Responsible for Monitoring: Academic leadership team</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.</p> <p>Staff Responsible for Monitoring: Campus leadership team</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year.</p> <p>Staff Responsible for Monitoring: Academic leadership team Instructional Coach Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions.</p> <p>Staff Responsible for Monitoring: All teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: Student Meets achievement (6th-8th) on Reading STAAR will increase from 35% to 50% by the end of 2024.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.</p> <p>Staff Responsible for Monitoring: Campus academic leadership team Teachers Support Staff MCLs MRTR TRT</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: MCLs, TRT, MTRT, RA, IC - Title One School-wide - \$120,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.</p> <p>Staff Responsible for Monitoring: Campus academic leadership team</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year.</p> <p>Staff Responsible for Monitoring: Academic leadership team Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions.</p> <p>Staff Responsible for Monitoring: Academic leadership team Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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.





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: Crockett MS believes that a strong sense of belonging is fundamental to a positive and successful educational experience. Our primary goal is to ensure that our students not only receive a quality education but also feel a sense of warmth and inclusion within our school walls. Crockett MS will increase the Sence of Belonging category from 35% to 50% by the Spring of 2024.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Crockett MS boasts a diverse student body, representing a lot of backgrounds, cultures, and experiences. We recognize that this diversity is a source of strength and will celebrate and integrate this diversity into our curriculum, events, and daily interactions. We keep lines of communication open, continue to involve parents in decision-making processes, and keep them informed about the various opportunities available to their children at Crockett MS.</p> <p>Staff Responsible for Monitoring: All campus leadership Teachers Support Staff Office Staff</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: Crockett MS believes that a strong sense of connectedness is fundamental to a positive and successful educational experience. Our primary goal is to ensure that our students not only receive a quality education but also feel a sense of warmth and inclusion within our school walls. Crockett MS will increase the Connectedness Indicator category from 38% to 50% by the Spring of 2024.

Indicators of Success:

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%

Strategy 1 Details	Reviews			
<p>Strategy 1: By incorporating AVID and Fundamental 5 strategies into our daily teaching practices, we will better equip our students with the skills and mindset needed for success in college and their future careers. Campus administration and all staff will together to make these strategies an integral part of our curriculum and create a learning environment that truly promotes college and career readiness.</p> <p>Staff Responsible for Monitoring: Leadership Team Department Heads Academic leadership team Teachers Support Staff</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Ector County Independent School District
Dowling Elementary
2023-2024 Campus Improvement Plan



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 2024, 70% of K-5th students will reach their individual RIT Growth scores in MAP Math.





Indicators of Success:

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
<p>Strategy 1: High-impact tutoring for all students scoring in the "Did Not Meet" category for at least 2 hours weekly. Strategy's Expected Result/Impact: An increase in their MAP growth through evidence of RIT score. Staff Responsible for Monitoring: Grade level teacher, leadership</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: After-school tutoring pay for teachers - Title One School- Improvement - \$19,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Reteach lessons on low-scoring TEKS from the Short Cycle Assessments will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons.</p> <p>Strategy's Expected Result/Impact: Academic gaps and individual student needs will be addressed. High-performing students will grow academically.</p> <p>Staff Responsible for Monitoring: MCLs and leadership</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Differentiated weekly instruction through iReady Math (3-5) and My Math Academy (K-2). Students will complete a minimum of one hour per week.</p> <p>Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically.</p> <p>Staff Responsible for Monitoring: Classroom teachers, leadership</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Generation Genius videos will be shown to students during morning arrival, lunch, and/or dismissal times to build background knowledge in math.</p> <p>Strategy's Expected Result/Impact: Students will score higher on MAP math.</p> <p>Staff Responsible for Monitoring: Principal, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Generation Genius Videos - Title One School-wide - \$900</p>	Formative			Summative
	Oct	Jan	Mar	May
				305

Strategy 5 Details	Reviews			
<p>Strategy 5: Brain Pop videos will be shown to students during morning arrival, lunch, and/or dismissal to build background knowledge in math.</p> <p>Strategy's Expected Result/Impact: Students will have an increase in background knowledge.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Brain Pop - Title One School-wide - \$4,050</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2024, 70% of K-5th students will reach their individual RIT Growth scores in MAP Reading.





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: NWEA data

Strategy 1 Details	Reviews			
<p>Strategy 1: High-impact tutoring for all students scoring in the Did Not Approach level or below for at least 2 hours weekly.</p> <p>Strategy's Expected Result/Impact: An increase in their MAP growth through evidence of RIT score.</p> <p>Staff Responsible for Monitoring: Grade level teachers, campus leadership</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Leveled Literacy Intervention / Soluciones will be used in all classrooms for students performing at the Approaches level or below, for a minimum of 30 minutes, four times weekly.</p> <p>Strategy's Expected Result/Impact: An increase in their MAP growth through evidence of RIT score.</p> <p>Staff Responsible for Monitoring: Grade level teacher, Reading Coach, Campus Leadership</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Differentiated instruction through Istation will be used at least 60 minutes weekly. Strategy's Expected Result/Impact: An increase in MAP growth through evidence of RIT score. Staff Responsible for Monitoring: Grade level teacher, Campus Leadership</p> <p>Title I: 2.4, 2.5, 2.6 - 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</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Kindergarten and first-grade classrooms will use literacy stations with differentiated activities to meet the needs of all learners. Strategy's Expected Result/Impact: All students will grow a minimum of one year in reading. Staff Responsible for Monitoring: Teachers; administrators</p> <p>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: Materials for reading stations - Title One School-wide - \$1,501</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: All students will use Lyrics2Learn weekly to work on reading fluency. Strategy's Expected Result/Impact: Students' fluency scores on IStation will increase from the beginning to the end of the year. Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.4, 2.6 - 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: Lyrics2Learn Program - Title One School-wide - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: All grades 1-5 students will participate in the Accelerated Reading program.</p> <p>Strategy's Expected Result/Impact: Students will read more books as compared to last year and comprehension scores will increase as measured by MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Librarian, classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: AR Program - Title One School-wide - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: A part-time certified teacher will tutor kindergarteners, first graders, and/or second graders below grade level in reading.</p> <p>Strategy's Expected Result/Impact: Increase in MAP reading scores.</p> <p>Staff Responsible for Monitoring: Principal, tutor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: Part time Tutor - Title One School-wide - \$19,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: By May 2024, 45% of 3rd-5th students will reach STAAR Meets in Math.





High Priority

Indicators of Success:

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

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans.</p> <p>Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: classroom teachers, MCLs, leadership</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will ask at least two Costa's Level 3 questions daily that align with the TEKS, evident in their lesson plans and weekly walkthroughs.</p> <p>Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: classroom teachers, MCLs, leadership</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: The daily objective will be written on the board in 100% of the classrooms. It will be aligned to the TEKS, bite-sized, and able to be completed in one day.</p> <p>Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. Students will know what they should learn during the lesson.</p> <p>Staff Responsible for Monitoring: Classroom teachers, MCLs, Leadership</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will use Kagan Cooperative Learning structures to increase student participation during math lessons.</p> <p>Strategy's Expected Result/Impact: Student engagement will increase as measured by TTESS walkthroughs.</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Kagan Coaching 4 times yearly - Title One School-wide - \$16,000</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 4: By May 2024, 45% of 3rd-5th students will reach STAAR Meets in Reading.





High Priority

Indicators of Success:

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

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans</p> <p>Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: MCLs, classroom teachers, leadership</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will ask at least two Costa's level 3 questions daily that align with the TEKS, evident in their lesson plans and weekly walkthroughs.</p> <p>Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: MCLs, classroom teachers, leadership</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: The Instructional Leadership Team will conduct focused walkthroughs to identify the GAP, meet with the teacher to name the GAP, and then coach the teacher to practice the activity or lesson before presenting it to students in the classroom.</p> <p>Strategy's Expected Result/Impact: Through focused walkthroughs and collaborative discussions between the leadership team, all teachers will be able to SEE the GAP, NAME the GAP, and CLOSE the GAP.</p> <p>Staff Responsible for Monitoring: ILT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 1: The percentage of Kindergarten students who meet their projected growth on MAP reading will increase from 38% to 65% by May 2024.

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: NWEA data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Leadership</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten teachers will use Heggerty for phonemic awareness instruction daily.</p> <p>Strategy's Expected Result/Impact: Increased student scores</p> <p>Staff Responsible for Monitoring: Kindergarten lead teacher</p>	Formative			Summative
	Oct	Jan	Mar	May

Title I:

2.6


- 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

 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 2: The percentage of 1st-grade students who meet their projected growth on MAP will increase from 44% to 65% by May 2024.

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%

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
<p>Strategy 1: High-impact tutoring for all students scoring in the Approaches level or below for a minimum 2 hours weekly.</p> <p>Strategy's Expected Result/Impact: Student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: classroom teachers, leadership</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use Heggerty for phonemic awareness instruction daily.</p> <p>Strategy's Expected Result/Impact: Increased student scores</p> <p>Staff Responsible for Monitoring: Lead Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: The percentage of 2nd-grade students who meet their projected growth on MAP will increase from 67% to 75% by May 2024.

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: NWEA

Strategy 1 Details	Reviews			
<p>Strategy 1: Differentiated instruction will be provided to all students based upon the performance of specific TEKS on the short cycle assessments and MAP results.</p> <p>Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically.</p> <p>Staff Responsible for Monitoring: classroom teachers, MCLs, leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use Heggerty for phonemic awareness instruction daily.</p> <p>Strategy's Expected Result/Impact: Increased Scores</p> <p>Staff Responsible for Monitoring: 2nd-grade MCL</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 4: The percentage of 3rd-grade students who meet their projected growth on MAP will increase from 50% to 65% by May 2024.

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: NWEA





Strategy 1 Details	Reviews			
<p>Strategy 1: Grade-level teachers will receive weekly training, coaching, and mentoring from the MCL and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Classroom Teachers, MCL, Campus Leadership</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Differentiated instruction will be provided to all students based on the performance of specific TEKS on SCAs.</p> <p>Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically.</p> <p>Staff Responsible for Monitoring: Classroom teachers, MCL, leadership</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				318

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: 100% of classrooms will use AVID strategies across all subjects.

Evaluation Data Sources: AVID Site Team documentation
 Lesson Plans
 Student planners and binders

Strategy 1 Details	Reviews			
<p>Strategy 1: The AVID Site Team will send a monthly newsletter highlighting classroom successes using AVID strategies. Strategy's Expected Result/Impact: Teachers will have an increased awareness of how to implement AVID in their classrooms. Staff Responsible for Monitoring: AVID Site Team</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will submit documentation of the use of AVID strategies in the form of pictures or other artifacts to their grade-level Site Team members at least monthly. Strategy's Expected Result/Impact: 100% of classrooms will use AVID strategies Documentation will be collected weekly Staff Responsible for Monitoring: AVID Site Team</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus AVID Site Team will attend the National Conference in the summer of 2024.</p> <p>Strategy's Expected Result/Impact: AVID site team will develop a campus plan to strengthen the campus AVID initiative and raise student achievement..</p> <p>Staff Responsible for Monitoring: AVID Site Coordinator and Principal.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: AVID National Conference Funding - Title One School-wide - \$35,000</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 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: Panorama data in School Connectedness will increase from 66% to 75% by May 2024.

Indicators of Success:

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

Evaluation Data Sources: Increased Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress.</p> <p>Strategy's Expected Result/Impact: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress.</p> <p>Staff Responsible for Monitoring: CIS Coordinator Teachers Counselor Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students in all grade levels will have classroom jobs to develop a sense of a School Family. Students in grades 3-5 can apply for campus jobs as Junior VIPS.</p> <p>Strategy's Expected Result/Impact: Panorama data for the question related to belonging at school will increase from 2022 to 2023.</p> <p>Staff Responsible for Monitoring: Teachers; Leadership</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
				321

Strategy 3 Details	Reviews			
<p>Strategy 3: All staff will receive three days of training in Conscious Discipline.</p> <p>Strategy's Expected Result/Impact: Increase in student connectedness.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Conscious Discipline Training - Title One School-wide - \$13,310, Teacher Stipend for off duty training - Title One School-wide - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: Panorama Data for Self-Efficacy will increase from 59% to 69% by May 2023.

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%, 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: Panorama Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will use Morning Affirmations with all students to build self-esteem.</p> <p>Strategy's Expected Result/Impact: Students will have positive affirmations they can repeat to themselves when they are facing challenges in the classroom.</p> <p>Staff Responsible for Monitoring: Teachers; Leadership</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will set SEL and academic goals for themselves. Students will reflect on their goals and track their progress towards meeting them.</p> <p>Strategy's Expected Result/Impact: Students will learn how to set short-term and long-term goals and determine the steps needed to reach those goals.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: 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: 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 4: The 7 Mindsets SEL curriculum will be implemented with 100% of students.

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%, 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: Reduction discipline referrals, observations,

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor will provide 7 Mindsets lessons weekly to each class.</p> <p>Strategy's Expected Result/Impact: self-regulation behaviors by students, reduction of behavior referrals, increased student engagement in academic instruction</p> <p>Staff Responsible for Monitoring: Classroom teachers, campus leadership</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All classroom teachers will be trained to support the 7 Mindsets curriculum and receive support from the School Counselor as needed.</p> <p>Strategy's Expected Result/Impact: All classroom teachers will know how to effectively implement the 7 Mindsets</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				324

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 5: Students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance and attendance.

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%

Evaluation Data Sources: Attendance Data
Grades

Strategy 1 Details	Reviews			
<p>Strategy 1: Community Outreach Center (COC) social workers, specialists, and Communities in Schools (CIS) will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets.</p> <p>Strategy's Expected Result/Impact: Psycho social barriers will be removed so student attendance will be expected to increase to 94%.</p> <p>Staff Responsible for Monitoring: CIS Coordinator</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Dowling teachers and administrators will track these students' attendance and academic progress each quarter and provide interventions to help remove barriers to school attendance and success.</p> <p>Strategy's Expected Result/Impact: Psycho-social barriers will be removed, so student attendance will be expected to increase to 94%.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Communities in Schools Site Coordinator will target these students for support.</p> <p>Strategy's Expected Result/Impact: Increase in grades and attendance.</p> <p>Staff Responsible for Monitoring: CIS Site Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 6: Dowling will develop a plan to increase the number of students on grade level by grade 3 to 65% 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 Growth Assessment, Dyslexia Screener Kinder and 1st grade

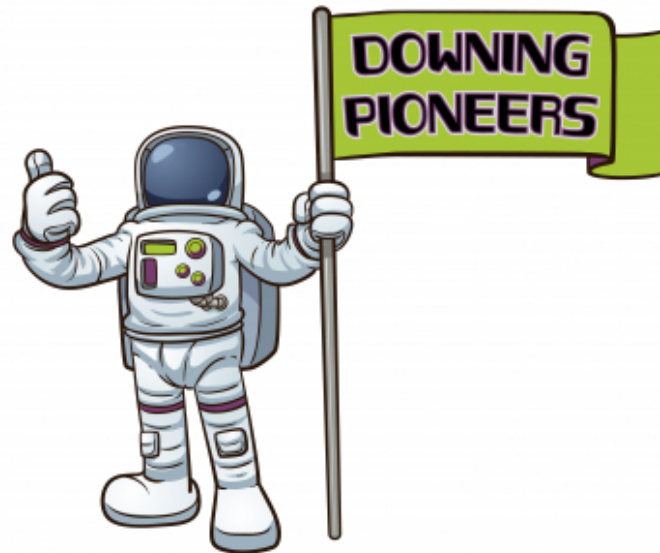
Strategy 1 Details	Reviews			
<p>Strategy 1: Dowling will strengthen the instruction in K through 2nd-grade classrooms by supporting the teachers on the instructional framework implementation, through observation/feedback coaching.</p> <p>Strategy's Expected Result/Impact: % of 3rd-grade students achieving the meets or exceeds level in both reading and math on STAAR will increase.</p> <p>Staff Responsible for Monitoring: Campus Leadership, C&I Specialists, Content Coordinators, MCLs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Dowling will hold parent meetings for Kindergarten and 1st grade parents to review expectations and provide activities to reinforce learning at home.</p> <p>Strategy's Expected Result/Impact: Increased number of students meeting growth measure on MAP reading and math. Increased attendance percentages in kindergarten and first grade.</p> <p>Staff Responsible for Monitoring: K-1 Teachers CIS Coordinator Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent materials for reading and math - Title One School-wide - \$1,501</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Ector County Independent School District

Edward K. Downing Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



Board Goals

Board Goal 1: Goal 1: 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 2024, the percentage of students K-5 achieving or exceeding their MATH RIT goal will increase from 14% to 35%.

High Priority





HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, 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 RIT scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Admin, lead teachers, IC, MCLs</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.</p> <p>Strategy's Expected Result/Impact: Increase in RIT scores for MAP and STAAR EOY scores.</p> <p>Staff Responsible for Monitoring: Admin, IC, MCLs, Lead Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Two team leads will be appointed in 2nd and 4th grades due to not having MCLs in those grade levels.</p> <p>Strategy's Expected Result/Impact: Increased communication and student growth.</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>Funding Sources: Team Leads - Title One School-wide - \$7,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: Goal 1: 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 2024, the percentage of students K-5 achieving or exceeding their READING RIT goal will increase from 27% to 40%





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%, 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: MAP BOY and EOY data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Prioritize Tier I instruction with whole group teaching. Strategy's Expected Result/Impact: Students will perform at a higher academic level. Staff Responsible for Monitoring: Admin, MCLs, IC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 1: Goal 1: 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: By May of 2024, 35% of students will perform at the Meets level in 3rd-5th Math STAAR.





High Priority

HB3 Board Goal

Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership Team (MCLs and Lead Teachers) will meet with the campus leadership and grade level teams to align best practices and TIER 1 instruction to the TEK standard.</p> <p>Strategy's Expected Result/Impact: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction which will be evident in classroom observations, student performance and progress</p> <p>Staff Responsible for Monitoring: ADMIN</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: Goal 1: 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: By May of 2024, 35% of students will perform at the Meets level in 3rd-5th Reading STAAR.





High Priority

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: By May 2024, the percentage of Kindergarten- 2nd grade students reading on grade level will increase from 26.78% to 45%.

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%

Evaluation Data Sources: Walkthroughs, coaching, MCLs, IC, feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Admin, lead teachers, IC, MCLs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.</p> <p>Strategy's Expected Result/Impact: Increase in RIT scores for MAP and STAAR EOY scores.</p> <p>Staff Responsible for Monitoring: Admin., MCLs, IC, Lead teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores.</p> <p>Strategy's Expected Result/Impact: RIT scores on MAP and benchmark data will increase.</p> <p>Staff Responsible for Monitoring: Admin, IC, MCLs, Lead Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: My May 2024, 45% of K-2 students will show growth on their READING 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%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: MAP RIT scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring through conferences and PLCs from campus Instructional leaders, MCLs, Instructional Coach and the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Admin, MCLs, Lead Teachers, IC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.</p> <p>Strategy's Expected Result/Impact: Increase in RIT scores for MAP and STAAR EOY scores.</p> <p>Staff Responsible for Monitoring: Admin., MCLs, IC, Lead teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores.</p> <p>Strategy's Expected Result/Impact: RIT scores on MAP and benchmark data will increase.</p> <p>Staff Responsible for Monitoring: Admin., MCLs, IC, Lead teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: By May 2024, 45% of 3rd grade students will show growth on their READING MAP from 26%.

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: MAP RIT

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Admin, MCLs, Lead Teachers, IC</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: AR - Title One School-wide - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.</p> <p>Strategy's Expected Result/Impact: Increase in RIT scores for MAP.</p> <p>Staff Responsible for Monitoring: Admin, MCLs, Lead Teachers, IC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: By May 2024, 20% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

High Priority





HB3 Board Goal

Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Admin, MCLs, Lead Teachers, IC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.</p> <p>Strategy's Expected Result/Impact: Increase in RIT scores for MAP and STAAR EOY scores.</p> <p>Staff Responsible for Monitoring: Admin., MCLs, IC, Lead teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores.</p> <p>Strategy's Expected Result/Impact: RIT scores on MAP and benchmark data will increase.</p> <p>Staff Responsible for Monitoring: Admin., MCLs, IC, Lead teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: 100% of 3rd-5th students will utilize Avid planners to promote college readiness by May 2024.





High Priority

HB3 Board Goal

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: AVID planners, walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Title I funds will be utilized to assist in helping with parent engagement. Strategy's Expected Result/Impact: Parents will attend school functions. Staff Responsible for Monitoring: Admin.</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: School Connectedness panorama data will increase from 19% to 75%.





High Priority

HB3 Board Goal

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: Walkthroughs, counseling, surveys, attendance, presentations

Strategy 1 Details	Reviews			
Strategy 1: Have AVID come out to do an after school training for teachers to learn to implement AVID strategies well. Strategy's Expected Result/Impact: Increased engagement and rigor in classrooms. Staff Responsible for Monitoring: Admin, MCLs, IC, Lead Teachers	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Campus and teachers will conference with all 3rd-5th grade students about performance goals and progress at least twice a year by May 2024.

High Priority

HB3 Board Goal

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: Teachers and Administrators through data collection sheet and walkthroughs

Ector County Independent School District
Murry Fly Elementary
2023-2024 Campus Improvement Plan

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 2024, the percentage of all K-5 students meeting their projected MAP reading score will increase to 58%.

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: EOY MAP Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data-driven instruction.</p> <p>Strategy's Expected Result/Impact: More effective planning and focused instructional delivery to insure all students meet their progress goals.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will conference with students monthly to set goals and chart those goals in a data folder. Data folders will go home every month for parents to review and discuss with their student.</p> <p>Strategy's Expected Result/Impact: Students aware of their goals and progress will achieve their goals. MAP reading score will increase to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will work on I-station reading 2-3 times per week for a minimum of 30 minutes daily.</p> <p>Strategy's Expected Result/Impact: 58% of students will achieve their progress goal. After MAP testing, I-Station puts students on a pathway to meet their MAP progress goals.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will hire part-time and after-school tutors to help develop foundational reading skills.</p> <p>Strategy's Expected Result/Impact: 58% of students will achieve their progress goal.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will hire 2 bilingual aides, a flex aide, and Title I aides to help teachers with small group and individual foundational skills building.</p> <p>Strategy's Expected Result/Impact: 58% of students will achieve their progress goal.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</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 2: By May 2024, the percentage of all K-5 students meeting their projected MAP math score will increase from 60% to 70%.

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: EOY MAP Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction.</p> <p>Strategy's Expected Result/Impact: More effective planning and focused instructional delivery to insure all students meet their progress goals.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will conference with students monthly to set goals and chart those goals in a data folder. Data folders will go home every month for parents to review and discuss with their student.</p> <p>Strategy's Expected Result/Impact: Students will focus and monitor their individualized goal to ensure achievement. In result, MAP math scores will increase from 70% to 75%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will work on I-Ready Math 2-3 times per week for a minimum of 30 minutes daily.</p> <p>Strategy's Expected Result/Impact: 70% of students will achieve their progress goal. After MAP testing, I-Ready Math puts students on a pathway to meet their MAP progress goals.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will purchase kinesthetic math games to be used during math night.</p> <p>Strategy's Expected Result/Impact: MAP math scores will increase from 70% to 75%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%.

High Priority

HB3 Board Goal





Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Murry Fly will follow the district math curriculum and scope and sequence to ensure student growth. Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%. Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Murry Fly Math Teachers will incorporate Number Talks into their daily lessons to build math fluency and ensure student growth. Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%. Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. Teachers will analyze unit testing data as well as MAP reports.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize Lonestar math which targets the TEKS on a daily basis.</p> <p>Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Murry Fly will have qualified teacher leads that will</p> <ol style="list-style-type: none"> 1. Help coordinate grade level PLC agendas 2. Plan and lead Knows/Shows & create exemplars for weekly DDI PLC I meeting 3. Plan and lead DDI PLC II meetings after the SCA's 4. Ensure grade level team schedules include reteach/reassess on calendar 5. Maintain a log of attendance and agendas of weekly meetings 6. Assist teachers with the development and the use of the school-wide instructional priorities and strategies to improve instruction and serve as a resource person for accessing C&I resources in Schoology 7. Plan & coordinate activities with vertical team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units. <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: MCLs and Campus Administrators</p> <p>Funding Sources: - Title One School-wide - \$24,500</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Supplemental resources such as Forde and Ferrier and Think Up will be utilized for both classroom and small group targeted interventions in 3rd-5th grade.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: MCLs, teachers, and Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: The campus will purchase C-Pens in order to help students develop their reading fluency.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: MCLs, teachers, and Campus Administrators</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 4: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.

High Priority

HB3 Board Goal

Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Murry Fly will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Murry Fly Math Teachers will conduct fluency checks and guided reading groups into their daily lessons to build reading fluency and comprehension to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. Teachers will analyze unit testing data as well as MAP reports.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Murry Fly will have qualified teacher leads that will</p> <ol style="list-style-type: none"> 1. Help coordinate grade level PLC agendas 2. Plan and lead Knows/Shows & create exemplars for weekly DDI PLC I meeting 3. Plan and lead DDI PLC II meetings after the SCA's 4. Ensure grade level team schedules include reteach/reassess on calendar 5. Maintain a log of attendance and agendas of weekly meetings 6. Assist teachers with the development and the use of the school-wide instructional priorities and strategies to improve instruction and serve as a resource person for accessing C&I resources in Schoology 7. Plan & coordinate activities with vertical team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units. <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Supplemental resources such as Forde and Ferrier and Think Up will be utilized for both classroom and small group targeted interventions in 3rd-5th grade.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: The campus will purchase C-Pens in order to help students develop their reading fluency.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Teachers, MCLs, leadership team



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 1: By May 2024, the percentage of all Kindergarten students meeting their projected growth MAP reading score will increase from 36% to 58%.

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

Evaluation Data Sources: EOY MAP test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all Kindergarten students meeting their projected growth MAP reading score will increase from 36% to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all Kindergarten students meeting their projected growth MAP reading score will increase from 36% to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all Kindergarten students meeting their projected growth MAP reading score will increase from 36% to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</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: By May 2024, the percentage of all 1st-grade students meeting their projected growth MAP reading score will increase from 35% to 58%.





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: EOY MAP test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all 1st-grade students meeting their projected growth MAP reading score will increase from 35% to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all 1st-grade students meeting their projected growth MAP reading score will increase from 35% to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				358

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: By May 2024, the percentage of all 2nd-grade students meeting their projected growth MAP reading score will increase from 31% to 58%.





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: EOY MAP Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all 2nd-grade students meeting their projected growth MAP reading score will increase from 31% to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all 2nd-grade students meeting their projected growth MAP reading score will increase from 31% to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				359

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: By May 2024, the percentage of all 3rd-grade students meeting their projected growth MAP reading score will increase from 60% to 65%.

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: EOY MAP Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all 3rd-grade students meeting their projected growth MAP reading score will increase from 60% to 65%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all 3rd-grade students meeting their projected growth MAP reading score will increase from 60% to 65%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will purchase C-Pens in order to help students develop their reading fluency.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all 3rd-grade students meeting their projected growth MAP reading score will increase from 60% to 65%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</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: By May 2024, the percentage of 3rd-grade students scoring Meets on the Reading STAAR test will increase to 45%.

High Priority





HB3 Board Goal

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: EOY STAAR Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of 3rd-grade students scoring Meets on the Reading STAAR test will increase to 45%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of 3rd-grade students scoring Meets on the Reading STAAR test will increase to 45%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Murry Fly will employ a dyslexia teacher to implement the Take Flight Program. Strategy's Expected Result/Impact: Increased reading fluency and better reading scores. Staff Responsible for Monitoring: Campus administration/Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title One School-wide - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Supplemental resources such as Forde and Ferrier, Mentoring Minds, Step up to the TEKS, and STAAR READY will be utilized for both classroom and small group targeted interventions in 2nd-5th grade. Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests. Staff Responsible for Monitoring: Campus administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: An after-school tutoring program will be implemented in order to move students from approaches to meets grade level. Strategy's Expected Result/Impact: By May 2024, the percentage of 3rd-grade students scoring Meets on the Reading STAAR test will increase to 45%. Staff Responsible for Monitoring: Campus administration/Small group tutors</p> <p>TEA Priorities: Build a foundation of reading and math Funding Sources: - 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 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: School-wide Panorama data in the area of student School Connectedness will increase from 69% to 80%.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Each classroom teacher will incorporate daily SEL using the 7 Mindsets. Classroom discussions and activities will be conducted daily to build rapport and increase positive mindsets for students and staff.</p> <p>Strategy's Expected Result/Impact: School Connectedness will increase from 74%-80%</p> <p>Staff Responsible for Monitoring: Classroom teachers, aides, counselor, administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Student and parent engagement and activities will increase. Activities such as parent nights, student involvement, and student/teacher monthly recognition will be implemented monthly. The campus will hire a Title I parent engagement lead.</p> <p>Strategy's Expected Result/Impact: School Connectedness will increase from 69%-80%</p> <p>Staff Responsible for Monitoring: Classroom teachers, aides, counselor, administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: School-wide Panorama data in the area of student Supportive relationships will increase from 91%-92%.





High Priority

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, 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: Reduced student referrals
increased attendance
increased student engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers will schedule a designated time to implement 5-10 minutes of the 7 Mindsets. Resources will be provided by the counselor as well as walk-throughs.</p> <p>Strategy's Expected Result/Impact: implement The 7 Mindsets SEL curriculum daily.</p> <p>Staff Responsible for Monitoring: Classroom teachers and counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Evidence that 7 Mindsets will be posted throughout the school such as displaying student activities and journals.</p> <p>Strategy's Expected Result/Impact: implement The 7 Mindsets SEL curriculum daily.</p> <p>Staff Responsible for Monitoring: Classroom teachers and counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Murry Fly will employ a part-time SAS counselor to address students' social-emotional learning needs.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and attendance.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Murry Fly will house a full time social worker from Communities in Schools. The social worker will work with at risk students and their families to address attendance and academic issues. The social worker will also help with basic necessities, such as food, clothing, and hygiene products.</p> <p>Strategy's Expected Result/Impact: Increase attendance/ increased academic achievement/ increased sense of belonging</p> <p>Staff Responsible for Monitoring: Principal</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: 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: 100% of students will be prepared for college coursework through the implementation of AVID strategies in 4th-5th grade.

High Priority





Indicators of Success:

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: Planners

interactive notebooks

lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: All 4th-5th grade students will take home communication planners every day. Students will use interactive notebooks in their ELAR and Math classes.</p> <p>Strategy's Expected Result/Impact: Students will increase their organizational and note taking skills.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Encourage all staff members to participate in college awareness days by discussing the importance of post-secondary education.</p> <p>Strategy's Expected Result/Impact: Students are exposed to the importance of and made aware of all the options that they have for their post-secondary education.</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>ESF Levers: 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: 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 4: Fly student attendance rate will increase from 91.8% to 95% by May 2024.

Indicators of Success:

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

Evaluation Data Sources: District attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance contracts will be done on all students reaching the 90% or less threshold on absences. Strategy's Expected Result/Impact: Improved rate of attendance Staff Responsible for Monitoring: Counselor/attendance clerk/teacher/campus administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Murry Fly will have attendance incentives per grade level. The campus will have good attendance prizes every 9 weeks to promote good attendance. Strategy's Expected Result/Impact: Improved rate of attendance Staff Responsible for Monitoring: Counselor/attendance clerk/teacher/campus administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Murry Fly will focus on contacting parents to discuss absenteeism and find solutions to improve student attendance.</p> <p>Strategy's Expected Result/Impact: Improved rate of attendance</p> <p>Staff Responsible for Monitoring: Counselor/attendance clerk/teacher/campus administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will have a Title I attendance lead.</p> <p>Strategy's Expected Result/Impact: Improved rate of attendance</p> <p>Staff Responsible for Monitoring: campus administration</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Ector County Independent School District

Goliad Elementary

2023-2024 Campus Improvement Plan



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: The percentage of students K-5 achieving or exceeding their Math RIT goal will increase from 66% to 70%.





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: MAP MOY and EOY

- Math Academy
- I ready Math
- SCAS
- Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided with high quality Tier I instruction and targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%</p> <p>Staff Responsible for Monitoring: Admin and teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Curriculum Associates Resources - Title One School- Improvement - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Title I Certified Part-time tutor and Dyslexia teacher will provide intense, targeted reading small group instruction to meet student academic needs for 504 and other student populations.</p> <p>Strategy's Expected Result/Impact: Monitor student progress monthly. Improve student growth based on Istation and MAP.</p> <p>Staff Responsible for Monitoring: Leadership MCL</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Goliad will utilize the DDI process consistently and effectively to improve planning, lesson delivery, and student achievement. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.</p> <p>Strategy's Expected Result/Impact: 45% of 3-5th grade students will achieve the meets standard in Reading on STAAR 2024</p> <p>Staff Responsible for Monitoring: Leadership and Teachers Title I Tutor</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: The percentage of students K-5 achieving or exceeding their Reading RIT goal will increase from 50% to 55%.

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: MAP MOY and EOY


Istation Monthly Reports
SCAS
Benchmarks


Strategy 1 Details	Reviews			
<p>Strategy 1: The DDI model/process will be followed and implemented with fidelity during weekly PLCs by MCLs and leadership Know Shows and Exemplars will be created, analyzed and revisited to ensure rigor in questioning and student work is evident in lesson plans.</p> <p>Strategy's Expected Result/Impact: Rigor in Lesson Growth in Istation Reading</p> <p>Staff Responsible for Monitoring: MCLs Lead teachers Leadership</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided with high quality Tier I instruction and targeted small group instruction. We will implement intervention for high risk populations using LLI and Istation for 60 minutes.</p> <p>Strategy's Expected Result/Impact: Growth in Istation Reading Students will meet expected RIT Growth.</p> <p>Staff Responsible for Monitoring: MCL's Lead teachers Leadership</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.</p> <p>Strategy's Expected Result/Impact: Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%</p> <p>Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%</p> <p>Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%</p> <p>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%</p> <p>MAP Growth Istation Math Growth</p> <p>Staff Responsible for Monitoring: MCLS TEACHERS LEADERSHIP</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Opportunity Culture MCLs - Title One School- Improvement - \$75,000, Team Lead Stipends - Title One School- Improvement - \$16,000, PD - Get your teach on - Title One School- Improvement - \$13,000</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 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: By May of 2024, 40% of students will perform at the Meets level in 3rd-5th Math STAAR.

High Priority

Indicators of Success:





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

- I ready Math reports
- STAAR
- SCAS
- Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with effective Tier I instruction and targeted intervention that is relevant and appropriate for diverse learners in the classroom setting.</p> <p>Strategy's Expected Result/Impact: Improvement in student growth in all grades and subjects.</p> <p>Staff Responsible for Monitoring: MCLS Lead teachers Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: I-Ready Math will provide specialized learning paths for each student, which will improve learning outcomes.</p> <p>Strategy's Expected Result/Impact: MAP GROWTH TEST I Ready Math STAAR Math</p> <p>Staff Responsible for Monitoring: Leadership MCLs Lead Teachers</p> <p>Title I: 2.4, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability 	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide intervention for identified students: Do the Math will be provided for students who are not making progress on MAP</p> <p>Strategy's Expected Result/Impact: MAP Growth I-Ready Math</p> <p>Staff Responsible for Monitoring: Leadership Team Lead Teachers MCLs</p> <p>Title I: 2.4, 2.5</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction 	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Goliad will utilize the DDI process consistently and effectively to improve planning, lesson delivery, and student achievement.</p> <p>Strategy's Expected Result/Impact: Weekly PLC agendas, minutes, walk-through feedback, DDI, assessment progress and data results</p> <p>Staff Responsible for Monitoring: Leadership MCLS Lead Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: By May of 2024, 37% of students will perform at the Meets level in 3rd-5th Reading STAAR.

Indicators of Success:





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

Monthly Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Goliad will follow all the district-mandated math programs and curriculum adhere to scope and sequence and state standards. Use data-driven instruction processes and provide targeted instruction consistently and effectively.</p> <p>Strategy's Expected Result/Impact: Improve student growth measured by MAP BOY, MOY and EOY</p> <p>Staff Responsible for Monitoring: Teachers and leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. Additional resources such as Curriculum Associates and Sirius materials will be used to provide additional targeted math intervention.</p> <p>Strategy's Expected Result/Impact: Improve student growth measured by MAP BOY, MOY and EOY</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, MCLS</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				379

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.</p> <p>Strategy's Expected Result/Impact: Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%</p> <p>Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%</p> <p>Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%</p> <p>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%</p> <p>Staff Responsible for Monitoring: Leadership Lead Teachers MCL's</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Opportunity Culture MCLS - Title One School- Improvement - \$75,000, Team Lead Stipends - Title One School- Improvement - \$16,000, Professional Development Curriculum Associates, Get Your Teach On - Title One School- Improvement - \$25,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Goliad will utilize the DDI process consistently and effectively to improve planning, lesson delivery, and student achievement.</p> <p>Strategy's Expected Result/Impact: Weekly PLC agendas, minutes, walk-through feedback, DDI, assessment progress and data results</p> <p>Staff Responsible for Monitoring: Leadership Team MCLS MTRT</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 1: The percentage of Kindergarten- 2nd grade students reading on grade level will increase from 42% to 50%.

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%, 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: MAP MOY and EOY

Monthly Istation Reports

SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: Data Driven Instruction will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery.</p> <p>Strategy's Expected Result/Impact: Implement DDI process in PLCs Know and Show Coaching</p> <p>Staff Responsible for Monitoring: K-2 teachers Leadership</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided with high quality Tier I instruction and targeted small group instruction. We will implement intervention for high risk populations using LLI and Istation for 60 minutes.</p> <p>Strategy's Expected Result/Impact: Growth in Istation Reading Students will meet expected RIT Growth.</p> <p>Staff Responsible for Monitoring: Leadership MCL's Lead teacher Tutor</p> <p>Title I: 2.4, 2.5, 2.6 - 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</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: 60% of K-2 students will show growth on their Reading MAP Assessment.

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%, 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: MAP MOY and EOY

Monthly Istation Reports

SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Implement DDI process in PLC's Effective planning, instruction delivery, and assessment alignment.</p> <p>Staff Responsible for Monitoring: K-2 Teachers MCL's in K-2 Tutor Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level.</p> <p>Strategy's Expected Result/Impact: Istation measure progress MAP BOY/MOY/EOY</p> <p>Staff Responsible for Monitoring: MCLS teachers Leadership</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: 60 % of 3rd-grade students will show growth on their READING MAP.





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 MOY and EOY

Monthly Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Implement DDI process in PLCs</p> <p>Staff Responsible for Monitoring: Team Leads MCL's Admin Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level.</p> <p>Strategy's Expected Result/Impact: Implement LLI intervention with fidelity I station growth</p> <p>Staff Responsible for Monitoring: MCLS Leadership Teachers Title I tutor</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: 43% of 3rd-grade students will perform at the meets level on their Reading STAAR Assessment.





Indicators of Success:

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

STAAR
 Monthly Istation Reports
 SCA
 Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Implement DDI process in PLC Increase Meets level on MAP EOY in K-3</p> <p>Staff Responsible for Monitoring: Teachers Team Leads Leadership</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level.</p> <p>Strategy's Expected Result/Impact: 1 station Growth MAP RIT is met</p> <p>Staff Responsible for Monitoring: MCL's Principals Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  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: 100% of 3d-5th grade students will utilize Avid strategies to promote college readiness.

Indicators of Success:

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: Site team checks for binders, planners, and note-taking in journals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner.</p> <p>Strategy's Expected Result/Impact: Organization Two way communication</p> <p>Staff Responsible for Monitoring: Counselor Admin Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation.</p> <p>Strategy's Expected Result/Impact: Organization Rigor</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Counselor

Admin
Teachers

Title I:

2.6


- **TEA Priorities:**


Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

 No Progress

 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: School Connectedness panorama data will increase from 69% to 75%.

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: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The 7 Mindsets SEL curriculum will be implemented at least 4 times a week for 15 to 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers.</p> <p>Strategy's Expected Result/Impact: Reduce discipline referrals Build positive relationships</p> <p>Staff Responsible for Monitoring: 3rd-5th teachers Administrators Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Character ED lessons will be rolled out to students two times a month 45 minutes each lesson by the counselor.</p> <p>Strategy's Expected Result/Impact: Self regulation Positive relationships among all</p>	Formative			Summative
	Oct	Jan	Mar	May

Problem solving skills

Staff Responsible for Monitoring: Counselor
Teachers

Title I:


2.6


- **TEA Priorities:**


Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

 No Progress

 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: Student daily attendance will increase from 91% to 95%.





High Priority

Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Communities in Schools Rep (CIS) and school counselor will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets.</p> <p>Strategy's Expected Result/Impact: Barriers will be removed so student attendance will be expected to increase to campus goal.</p> <p>Staff Responsible for Monitoring: CIS Rep Counselor Admin</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted small group intervention will be provided to students identified OSP/MV.</p> <p>Strategy's Expected Result/Impact: Improve attendance to school goal of 95%, and student growth measures improves to 70% based on MAP growth.</p> <p>Staff Responsible for Monitoring: Title I tutor Admin Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</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>				

Ector County Independent School District
Gonzales Elementary
2023-2024 Campus Improvement Plan



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 2024, 70% of K-5th students will reach their individual RIT Growth scores in MAP 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: NWEA BOY, MOY, EOY reports

Strategy 1 Details	Reviews			
Strategy 1: Gonzales staff will conduct PLCs using the DDI process to disaggregate MAP data after each administration. Strategy's Expected Result/Impact: Over 50% of our Kindergarten students will meet their growth goal for the year. Staff Responsible for Monitoring: Teachers, Leadership Team	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Online tutoring (1 hour weekly) will be given to 3rd - 5th grade students who are performing below grade level. Strategy's Expected Result/Impact: MAP growth, higher number of students reaching projected growth goal Staff Responsible for Monitoring: Teachers, Leadership team	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Parent Engagement committee will plan academic nights focused on engaging families in math activities and training parents as to the importance of TEKS and student performance. Strategy's Expected Result/Impact: Parents will have a heightened awareness of math expectations and student data. Staff Responsible for Monitoring: Parent engagement team, leadership	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2024, 70% of K-5th students will reach their individual RIT Growth scores in MAP Reading.

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: NWEA BOY, MOY, EOY reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Gonzales will implement a schedule for grade levels to dedicate to LLI instruction for students performing below grade level. Strategy's Expected Result/Impact: MAP growth, increased number of students reaching projected growth goals. Staff Responsible for Monitoring: Teachers, leadership</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive training in order to implement appropriate grouping practices using Istation and MAP Data. After initial training, teachers will review data monthly and make changes to small groups as needed. Strategy's Expected Result/Impact: Students will receive focused instruction during small group reading Staff Responsible for Monitoring: Teachers, leadership Funding Sources: Stipends to give teachers for Saturday PD - Title One School-wide - \$5,800</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Parent engagement committee will plan academic nights for families with a focus on literacy slow and building awareness of ELAR TEKS and student progress. Strategy's Expected Result/Impact: Parents will gain a Heightened awareness of literacy expectations for students. Staff Responsible for Monitoring: Parent engagement committee, teachers, leadership Funding Sources: Supplies for academic night r - Title One School-wide - \$750</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: By May 2024, 55% of students in 3rd - 5th grade will reach STAAR Meets/Masters (combined) in Math.

High Priority





Indicators of Success:

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

Monitor MAP and Istation Math, SCA, CBA

Strategy 1 Details	Reviews			
<p>Strategy 1: PLC meetings will be conducted using the DDI process with fidelity. Emphasis will be placed on creating Meaningful reteach opportunities based on student performance of SCAs. Strategy's Expected Result/Impact: Teachers will be able to enhance their lesson delivery through planning and practice. Staff Responsible for Monitoring: Teachers, leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus curriculum coach will support departmentalized math teachers in grades 3 through 5 and using district resources and planning using district math framework. Strategy's Expected Result/Impact: Leadership team will be able to build capacity and our instructional staff. Staff Responsible for Monitoring: Instructional coach, administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Online tutoring service will be provided to students who are performing below grade level on MAP assessment. Strategy's Expected Result/Impact: Students will receive targeted instruction and show progress on targeted TEKS Staff Responsible for Monitoring: Teachers, instructional coach, administrators</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: A part time tutor will be hired to provide small group instruction to selected students needing targeted intervention from 3rd - 5th grade.</p> <p>Strategy's Expected Result/Impact: With focused intervention, students receiving tutoring will gain progress in STAAR performance.</p> <p>Staff Responsible for Monitoring: Leadership</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 4: By May 2024, 55% of students in 3rd - 5th grade will reach STAAR Meets/Masters (combined) in Reading.

High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: STAAR DATA at EOY
Monitor MAP and Istation, SCA, CBA

Strategy 1 Details	Reviews			
<p>Strategy 1: . Online tutoring will be provided to students who are performing below grade level. Tutoring will be offered to provide small group instruction to selected students needing targeted intervention from 3rd - 5th grade.</p> <p>Strategy's Expected Result/Impact: With focused intervention, students receiving tutoring will gain progress in STAAR performance.</p> <p>Staff Responsible for Monitoring: Leadership</p> <p>Funding Sources: Tutoring pay - Title One School-wide - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will Engage in the DDI process during PLC meetings weekly. Focus will be placed on creating high-quality tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to effectively plan for instruction.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coach, administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Gonzales will implement a schedule for grade levels to dedicate to LLI instruction for students performing below grade level. We will utilize all available staff members to pull small groups for LLI instruction.</p> <p>Strategy's Expected Result/Impact: MAP growth, increased number of students reaching projected growth goals.</p> <p>Staff Responsible for Monitoring: Teachers, leadership</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Kindergarten - 2nd grade students reading on grade level will increase from 34% to 70%

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%, 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 reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership team (Instructional coach and Administrators) will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver lessons effectively.</p> <p>Staff Responsible for Monitoring: Leadership Team, teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level.</p> <p>Strategy's Expected Result/Impact: Student progress and growth in MAP and ISTATION</p> <p>Staff Responsible for Monitoring: Teachers, leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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: 65% of Kinder to 2nd Grade students will show growth on Reading MAP Assessment.

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%, 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%

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership team (Instructional coach and Administrators) will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver lessons effectively.</p> <p>Staff Responsible for Monitoring: Leadership Team, teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level.</p> <p>Strategy's Expected Result/Impact: Student progress and growth in MAP and ISTATON</p> <p>Staff Responsible for Monitoring: Teachers, leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: 65% of 3rd Grade students will show growth on their Reading MAP Assessment.

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%, 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 reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership team (Instructional coach and Administrators) will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver lessons effectively.</p> <p>Staff Responsible for Monitoring: Leadership Team, teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level.</p> <p>Strategy's Expected Result/Impact: Student progress and growth in MAP and ISTATION</p> <p>Staff Responsible for Monitoring: Teachers, leadership team</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 4: 50% of 3rd Grade students will perform at the MEETS level on their Reading STAAR Assessments.

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%, 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 reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs, interim assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership team (Instructional coach and Administrators) will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver lessons effectively.</p> <p>Staff Responsible for Monitoring: Leadership Team, teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level.</p> <p>Strategy's Expected Result/Impact: Student progress and growth in MAP and ISTATION</p> <p>Staff Responsible for Monitoring: Teachers, leadership team</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: 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: 100% of Gonzales 3rd - 5th Grade students will use AVID planners and maintain AVID binders daily.

High Priority

Indicators of Success:

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: Monthly binder checks, planned incentives for successful participation, student-teacher conference notes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided with daily planners to use for day to day classwork and school to home communication.</p> <p>Strategy's Expected Result/Impact: Students will gain an understanding of planning and organizational skills.</p> <p>Staff Responsible for Monitoring: Teachers, AVID site coordinator, Leadership Team</p> <p>Funding Sources: Planners - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Binder checks will occur once every three weeks to recognize students that are keeping up with planners and maintaining an organized class binder.</p> <p>Strategy's Expected Result/Impact: Students will gain autonomy using AVID strategies to stay organized.</p> <p>Staff Responsible for Monitoring: AVID site team, Instructional staff</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: School Connectedness Panorama Data will increase from 60% to 70%.

High Priority

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 data (BOY and EOY)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct quarterly student conferences to help students set academic and personal growth goals and monitor progress.</p> <p>Strategy's Expected Result/Impact: Students will take ownership of their goals and create bonds with staff members.</p> <p>Staff Responsible for Monitoring: Leadership Team and MCL</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Student Recognition committee will seek opportunities to recognize growth and achievement after assessments as well as recognition of excellent quarterly attendance.</p> <p>Strategy's Expected Result/Impact: Students will be motivated to attend school and perform well for recognition and incentives.</p> <p>Staff Responsible for Monitoring: Student recognition committee, Leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: Gonzales Elementary's attendance will increase from 90.6% to 95% during the 2023-2024 school year.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Daily attendance reports from Focus and School Status

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will make contact with families via School Status regarding daily absences for wellness check. Strategy's Expected Result/Impact: Teachers will create rapport with families that encourage them to bring students to school regularly. Staff Responsible for Monitoring: Attendance clerk, Attendance Committee members, Leadership Team</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance committee will conduct regular meetings to plan recognition for attendance and incentives for students and classes that promote good attendance. Strategy's Expected Result/Impact: Students will be motivated to attend school to participate in attendance incentives. Staff Responsible for Monitoring: Attendance Committee, clerk, Leadership team</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 4: 100% of instructional staff will take measures to build relationships with students and families through communication and goal setting with families three times a year as outlined in school calendar.

High Priority

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%, 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: Student data folders, SchoolStatus reports, parent conference agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct individual goal setting meetings with each student to establish academic goals and establish a data folder with that student.</p> <p>Strategy's Expected Result/Impact: Through initial goal setting and regular feedback and monitoring, teachers will empower students to understand their areas of weakness and celebrate their successes while building trust and rapport with each other.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Leadership Team</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will communicate with families through 2 formal conferences and regular two way communication throughout the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: By making the commitment to regular communication and planning for productive formal conferences, teachers can build trust and rapport with parents. In turn, support for the campus will grow.</p> <p>Staff Responsible for Monitoring: Teachers, Leadership Team</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 5: Gonzales Elementary Parent Engagement Committee will plan two academic nights, 2 parent learning nights and at least 1 parent workshop during the 2023-2024 school year.

High Priority

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%, 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: Committee agendas, parent night sign-in sheets, social media postings, and invitations in both English and Spanish.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in 3rd - 5th grade will be allowed to apply for a Self-Manager status through a rigorous screening and interview process.</p> <p>Strategy's Expected Result/Impact: Students who are successful Self-Managers will gain an understanding of the requirements needed to maintain their status through high accountability. They must maintain good attendance, grades, volunteerism, and peer modeling. These students will serve as role models and influencers for the student body.</p> <p>Staff Responsible for Monitoring: School Counselor, Leadership Team</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Self-Managers will be utilized as hosts and planners for parent engagement events.</p> <p>Strategy's Expected Result/Impact: Students will benefit from serving as hosts and be able to practice appropriate communication and customer service skills.</p> <p>Staff Responsible for Monitoring: School Counselor, Leadership Team</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Ector County Independent School District
Hays Magnet Academic Academy
2023-2024 Campus Improvement Plan



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 areas.





Performance Objective 1: The percentage of Hays scholars K-5 achieving or exceeding their MATH RIT goal will increase from 58% to 63%.

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: MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of scholars will utilize My Math Academy (PK-2), I-Ready (3-5), Do the Math, and differentiate learning during small group instruction.</p> <p>Strategy's Expected Result/Impact: Closing the achievement gap</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Hays STEAM Academy will disaggregate data from formal and informal assessments to identify scholars in need of remediation.</p> <p>Strategy's Expected Result/Impact: Accelerated growth</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 areas.





Performance Objective 2: The percentage of Hays scholars K-5 achieving or exceeding their READING RIT goal will increase from 54% to 65%.

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: MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hays STEAM Academy will promote student growth in Reading by incorporating Saxon Phonics daily. Strategy's Expected Result/Impact: Closing the gap Staff Responsible for Monitoring: Teachers; Instructional Coach; Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish and maintain Blended Learning Action Plan that will be monitored monthly by the committee. Strategy's Expected Result/Impact: Increase in student performance based on individual educational goals. Staff Responsible for Monitoring: Teachers; Instructional Coach; Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will monitor their own progress towards mastery of the TEKS using data trackers.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Coach; Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Hays STEAM Academy will increase the rigor of the content by using higher-level questioning as well as using curriculum that addresses enrichment opportunities.</p> <p>Strategy's Expected Result/Impact: Closing the gap</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Coach; Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 areas.

Performance Objective 3: By May of 2024, 70% of students will perform at the Meets level in 3rd-5th Math STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation based on student data. Strategy's Expected Result/Impact: Increase in the number of scholars performing at or above the meets level Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Small group instruction will be implemented with fidelity in grades K-5. Strategy's Expected Result/Impact: Closing the achievement gap; providing differentiation for high-achieving students Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 areas.





Performance Objective 4: By May of 2024, 75% of students will perform at the Meets level in 3rd-5th Reading STAAR.

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%, 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: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: High Impact Tutoring will be utilized for all low performing scholars who scored "Did Not Meet" or "Approaches" on state mandated tests. Additional scores from MAP or I-Station will be used for struggling students.</p> <p>Strategy's Expected Result/Impact: Closing the achievement gap</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Backwards planning will be used to ensure high rigor is taught in each level and subject.</p> <p>Strategy's Expected Result/Impact: Student mastery will increase</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Scholars will learn how to construct quality, short and extended responses while writing across the disciplines.</p> <p>Strategy's Expected Result/Impact: closing the gap</p> <p>Staff Responsible for Monitoring: Teachers, IC, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Scholars will use the RACER strategy when constructing extended response.</p> <p>Strategy's Expected Result/Impact: Appropriately respond to Reading prompts</p> <p>Staff Responsible for Monitoring: Teachers; IC; Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 areas.

Performance Objective 5: 5th grade scholars will increase from 59% to 65% meets or above on the 2024 Science STAAR.

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%, 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: SCA's, DBA's, MAP, STAAR Field Test, Walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: At Hays STEAM Academy, K-5 scholars will participate in engineering lessons using the curriculum from Project Lead the Way.</p> <p>Strategy's Expected Result/Impact: problem solving, critical thinking</p> <p>Staff Responsible for Monitoring: Teachers, IC, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: PLTW Training - Title One School-wide - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: STEMscopes labs and the Stem lab will be utilized a minimum of 3 times per week.</p> <p>Strategy's Expected Result/Impact: closing the gap</p> <p>Staff Responsible for Monitoring: teachers, IC, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				419

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 Kindergarten-2nd grade students reading on grade level will increase from 57% to 62%.

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: I-Station Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hays STEAM Academy will utilize Blended Learning to implement individualized/personalized learning plans for scholars.</p> <p>Strategy's Expected Result/Impact: Closing the achievement gaps</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach; Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Scholars will learn to desegregate their own data to determine why an answer is incorrect.</p> <p>Strategy's Expected Result/Impact: Closing the gap</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p>	Formative			Summative
	Oct	Jan	Mar	May

Title I:


2.4, 2.5, 2.6


- TEA Priorities:


Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

 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 2: 68% of K-2 students will show growth on their READING MAP ASSESSMENT.

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: MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hays STEAM Academy will use higher-order strategies to write across the disciplines to explain their learning and problem solving.</p> <p>Strategy's Expected Result/Impact: Closing the gap</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of scholars will set reading goals and track their progress.</p> <p>Strategy's Expected Result/Impact: Closing the gap</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				422





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: 63% of 3rd grade students will show growth on their READING MAP.

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: MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hays STEAM Academy will utilize High Impact Tutoring for struggling students.</p> <p>Strategy's Expected Result/Impact: Closing the achievement gaps</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Coach; Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Hays STEAM Academy will increase the rigor of the content by using higher-level questioning (AVID), and exit tickets.</p> <p>Strategy's Expected Result/Impact: Closing the achievement gap</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Coach; Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				423
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: 83% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

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: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hays STEAM Academy will disaggregate data from formal and informal assessments to identify scholars in need of remediation.</p> <p>Strategy's Expected Result/Impact: Accelerated growth</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Coach; Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of Hays scholars will be challenged to extend their understanding of the area of study by using depth & complexity thinking tools.</p> <p>Strategy's Expected Result/Impact: Extend the way scholars think or process information</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Coach; Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				424
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Hays STEAM Academy will embed AVID best teaching strategies into daily teaching and professional development to promote and enhance academic growth for 100% of students.

High Priority

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%, 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: Monthly AVID Site Team Meetings; Observation

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will create community partners by engaging and participating in monthly grade level service projects led by students and guided by teachers to ensure students lead change driven by community needs and improvement.</p> <p>Strategy's Expected Result/Impact: Extension of project based learning utilizing Project Lead the Way and Engineering is Elementary. This is led by students and guided by teachers to ensure students lead change driven by community needs and improvement.</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Coach; Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: The Hays STEAM Academy AVID Site Team will organize and seek out opportunities to provide professional development within the campus at least once every nine weeks and district level at least once per semester.</p> <p>Strategy's Expected Result/Impact: Academic support structures and rigorous instructional practices.</p> <p>Staff Responsible for Monitoring: AVID Site Team; Teachers, Instructional Coach, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of teachers will receive AVID Foundations Training.</p> <p>Strategy's Expected Result/Impact: Best Practices (Non-negotiable)</p> <p>Staff Responsible for Monitoring: AVID Site Team; Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>- ESF Levers: 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>Funding Sources: AVID Summer Institute - Title One School-wide - \$2,750</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: 100% of teachers will receive GT certification (ie: initial 30 hours or 6 hour update)</p> <p>Strategy's Expected Result/Impact: Best practices</p> <p>Staff Responsible for Monitoring: Grade level lead teachers; Admin</p>	Formative			Summative
	Oct	Jan	Mar	May

Title I:

2.4, 2.5, 2.6


- TEA Priorities:


Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

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

 No Progress

 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: Hays STEAM Academy will provide Social Emotional Learning Curriculum a minimum of ten minutes daily to all student to help healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions. With this in place, School Connectedness will increase from 70% to 78%.

High Priority

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, 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: SEL weekly lessons; observation

Strategy 1 Details	Reviews			
<p>Strategy 1: The Panorama Survey data will be used to increase Self-Efficacy by developing small groups that will implement academic achievement. They will utilize research based techniques that increase self-confidence.</p> <p>Strategy's Expected Result/Impact: Increase self-confidence & Self-efficacy</p> <p>Staff Responsible for Monitoring: Counselor; SAS Counselor; Teachers; Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide guidance content to teach all students how to develop transferable skills for daily living.</p> <p>Strategy's Expected Result/Impact: Happy, healthy students</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Admin</p> <p>Title I: 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
				428
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: The Instructional Coach will work with 100% of teachers to interpret data, design engaging lessons, and co-plan with teachers, build/implement best practices in teachers.





High Priority

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%, 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: Coaching data tracker; closing the gap documentation such as I-station reports; Imagine Math reports; MAP reports; grade level meetings.

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will participate in two PLC's per week for training and collaboration in Math, Reading, and Science in order to increase student growth while closing achievement gaps.</p> <p>Strategy's Expected Result/Impact: Grade level collaboration and planning; academic support structures; rigorous instructional practices.</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Coach; Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: 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>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: The Instructional Coach will work with 100% of teachers to interpret data, review lesson plans, co-plan with teachers, and build/ implement best practices in teachers.</p> <p>Strategy's Expected Result/Impact: Student growth in all areas</p> <p>Staff Responsible for Monitoring: Instructional Coach; Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coach Salary - Title One School-wide - \$80,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Support for new teachers will include trainings focused on the Get Better Faster scope and sequence and best practices of classroom instruction found in Teach Like a Champion. This work will be led by the Instructional Coach. Follow-up observation feedback meetings will occur on a weekly basis to coach and support teachers in providing quality face-to-face instruction.</p> <p>Strategy's Expected Result/Impact: Quality instruction will help to increase the percentage of students performing at or above grade level.</p> <p>Staff Responsible for Monitoring: Instructional Coach; Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: Effective parent engagement is crucial for the success of 100% of scholars at Hays STEAM Academy.

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%, 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, Parent Surveys, STEAM Night participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly "Coffee with Leadership" to coordinate with at-risk students' family members to address academic behavioral, social and mental health issues.</p> <p>Strategy's Expected Result/Impact: Community outreach; healthy and happy students</p> <p>Staff Responsible for Monitoring: SAS Counselor, Leadership</p> <p>Title I: 2.4, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Hays STEAM Academy will plan a Culture Family Engagement night where each class represents a different culture. Scholars will educate parents and peers on food, clothing, flags, art, music, artifacts, etc.</p> <p>Strategy's Expected Result/Impact: All stakeholders will be educated on the importance of respecting all cultures and differences.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Title I: 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 20px;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> <div style="text-align: right;">431</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 5: Student daily attendance will increase from 96.4% to 96.7%.

Indicators of Success:

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

Evaluation Data Sources: Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: The Education Foundation Book Worm machine is utilized each 9 weeks for perfect attendance.</p> <p>Strategy's Expected Result/Impact: student attendance</p> <p>Staff Responsible for Monitoring: teachers, attendance clerk, admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Scholars will receive a "Perfect Attendance Award" at the end of each 9 weeks, names are announced each week at Rocket Launch, and names will appear on the marquee.</p> <p>Strategy's Expected Result/Impact: student attendance</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Clerk, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Ector County Independent School District

Ireland Elementary

2023-2024 Campus Improvement Plan



Board Goals

Revised/Approved: July 28, 2023

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: The percentage of students K-5 achieving or exceeding their Math RIT goal will increase from 47.6% to 57%

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%

Evaluation Data Sources: MAP Growth Math EOY, BOY and EOY data

Strategy 1 Details	Reviews			
<p>Strategy 1: Consistently implement RBIS approved by district in math instruction(Savas math, IReady Math)</p> <p>Strategy's Expected Result/Impact: Increase percentage of K-5 students meeting math Rate of improvement goals</p> <p>Staff Responsible for Monitoring: classroom teachers, campus administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Grade level Team Leads will implement the data-driven instructional process, develop TEKS Knowledge through Know and Show charts, implement the coaching model of observation and feedback and analyze student work to ensure mastery of leaning objectives during weekly PLCs.</p> <p>Strategy's Expected Result/Impact: Isation ISIP monthly growth, Students meeting MAP goals, SCAs to meets level</p> <p>Staff Responsible for Monitoring: Team leads, classroom teachers, administrators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				434

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: The percentage of students K-5 achieving their RIT goal for reading will increase from 44.7% to 57%.

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%

Evaluation Data Sources: MAP Growth Reading BOY, MOY, EOY data

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs</p> <p>Strategy's Expected Result/Impact: increased rigor in reading instruction, Month to month growth on ISIP</p> <p>Staff Responsible for Monitoring: Team Leads, Classroom teachers, administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs</p> <p>Strategy's Expected Result/Impact: Growth in Istation Reading Students meeting Istation monthly Goals</p> <p>Staff Responsible for Monitoring: Classroom teachers, instructional coach, administrators</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: By May of 2024 45% of students will perform at the Meets level on 3rd -5th Grade Math STAAR.

High Priority

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: 3rd - 5th Grade Math STAAR scores May 2024

Strategy 1 Details	Reviews			
Strategy 1: Grade level Team Leads will implement the data-driven instructional process, develop TEKS Knowledge through Know and Show charts, implement the coaching model of observation and feedback and analyze student work to ensure mastery of leaning objectives during weekly PLCs	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Classroom teachers will utilize Iready math to baseline, track and improve math skills. Strategy's Expected Result/Impact: improved math scores for 3-5 Staff Responsible for Monitoring: K-3 classroom teachers, administrators	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 4: By May of 2024 50% of students will perform at the Meets level on 3rd -5th Reading STAAR.

High Priority

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: 3rd-5th Grade STAAR Reading Data May 2024

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level Team Leads will implement the data-driven instructional process, develop TEKS Knowledge through Know and Show charts, implement the coaching model of observation and feedback and analyze student work to ensure mastery of leaning objectives during weekly PLCs</p> <p>Strategy's Expected Result/Impact: increase rigor and alignment of reading assignments and assessments show improvement month to month on ISIP</p> <p>Staff Responsible for Monitoring: classroom teachers, administrators, team leads</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement tenants of reading workshop, independent sheltered reading time by student choice. 20 minutes daily.</p> <p>Strategy's Expected Result/Impact: increase vocabulary, reading comprehension,</p> <p>Staff Responsible for Monitoring: RLA teachers, administrators, instructional coach</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 5: Students in 3rd -5th grade scoring a 0% on constructed response writing on the STAAR RLA tests will decrease by 30% in each grade level. As evidenced by Spring 2024 STAAR Constructed Response scores 5th Grade 33% 2023 to 3% 2024, 4th Grade 50% 2023 to 20% 2024, and 3rd Grade from 38% 2023 to 8% in 2024.

High Priority

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: End of Year ELAR STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Weekly lesson plans will reflect the writing process in all subjects Strategy's Expected Result/Impact: Get students writing consistently Staff Responsible for Monitoring: classroom teachers and instructional leadership	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement AVID WICOR writing strategies daily in all subjects Strategy's Expected Result/Impact: build efficacy in students writing in low stakes writing exercises Staff Responsible for Monitoring: Classroom teacher, instructional leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Daily exit tickets in written form Strategy's Expected Result/Impact: Students become comfortable writing a constructed response in class Staff Responsible for Monitoring: Teachers and instructional leaders	Formative			Summative
	Oct	Jan	Mar	May

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

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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 1: The percentage of Kindergarten - 2nd Grade students reading on grade level will increase from 45.6 % to 55%

Indicators of Success:

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

Evaluation Data Sources: Istation ISIP data for reading level

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs</p> <p>Strategy's Expected Result/Impact: implement DDI process through PLCs with fidelity increase meets level on MAP EOY K-2</p> <p>Staff Responsible for Monitoring: Classroom Teachers Team leads Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: K-2 classroom teachers and instructional coach will target at risk populations and utilize LLI four times a week for 20-25 minutes per group; Istation for 30 minutes three times a week and adhere to the ECISD ELAR Framework</p> <p>Strategy's Expected Result/Impact: demonstrate growth month to month on ISIP assessment increase percentage of K-2 students reading on grade level by EOY</p> <p>Staff Responsible for Monitoring: Classroom teachers, Team leads, administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: 55 Percent of K-2 students will show growth on their Reading MAP Assessments.

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%

Evaluation Data Sources: K-2 Growth Reading MAP data BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level Team leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during weekly PLCs.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrators, instructional coach</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs</p> <p>Strategy's Expected Result/Impact: K-2 Growth Reading MAP data BOY, MOY, EOY</p> <p>Staff Responsible for Monitoring: classroom teachers, instructional coach, administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: 60 Percent of 3rd Grade students will show growth on their Growth MAP Reading Assessments

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%

Evaluation Data Sources: Growth Reading MAP data for 3rd Grade BOY,MOY,EOY.

Strategy 1 Details	Reviews			
<p>Strategy 1: K-3 classroom teachers will target at risk populations, LLI three times a week for 20-25 minutes per group; Istation for 30 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: improved rate of improvement as evidenced by monthly ISIP scores Increase reading staar data at approaches category</p> <p>Staff Responsible for Monitoring: classroom teachers, team leads, instructional coach, administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Grade level team leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs</p> <p>Strategy's Expected Result/Impact: implement the DDI process with fidelity</p> <p>Staff Responsible for Monitoring: K-3 classroom teachers, instructional coach, administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Percent of 3rd Grade students will perform at the Meets Level on their Reading STAAR Assessment.

High Priority

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 Data May 2024 3rd Grade Reading

Strategy 1 Details	Reviews			
Strategy 1: K-3 classroom teachers and instructional coach will target at risk populations and utilize LLI four times a week for 20-25 minutes per group; Istation for 30 minutes three times a week and adhere to the ECISD ELAR Framework.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Grade level team leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs Strategy's Expected Result/Impact: implement DDI process with fidelity, increase alignment and rigor of lessons Staff Responsible for Monitoring: Team leads, administrators, classroom teachers	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: 1st grade students will demonstrate growth in MAP Reading from 71% at or under the 40th percentile at EOY 23 to 50% showing under the 40th percentile by EOY 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%

Evaluation Data Sources: MAP Reading Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement and account for all students working in Istation reading 90 minutes per week</p> <p>Strategy's Expected Result/Impact: Improved decoding and comprehension</p> <p>Staff Responsible for Monitoring: Teachers and instructional leaders</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and maintain consistent phonics teaching in grades k-2 Use of Saxon phonics and spelling daily</p> <p>Strategy's Expected Result/Impact: Increase speed and efficacy of student decoding</p> <p>Staff Responsible for Monitoring: Classroom teachers and Instructional leaders</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Reading workshop with an accompanying 40 Book Reading Challenge in all grade levels. Students read by choice for a sustained amount of time to build stamina and comprehension</p> <p>Strategy's Expected Result/Impact: Improve reading authentically by creating life long readers</p> <p>Staff Responsible for Monitoring: All campus staff responsible for modeling and monitoring</p> <p>TEA Priorities: Build a foundation of reading and math</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: 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: Implement AVID Strategies to promote college readiness at 100%.

Indicators of Success:

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: site team checks and recommendations, planners, note taking journals

Strategy 1 Details	Reviews			
<p>Strategy 1: WICOR writing concepts applied across subject matter and practiced daily especially grades 3-5</p> <p>Strategy's Expected Result/Impact: Improved writing skills as evident on STAAR constructed response data.</p> <p>Staff Responsible for Monitoring: Classroom teachers directly implement through writing workshop, admin to ensure consistent application in the classroom</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement AVID note taking strategies in the classroom , 3 column, cornel and graphic notes</p> <p>Strategy's Expected Result/Impact: Better retention and organization of materials</p> <p>Staff Responsible for Monitoring: Classroom teachers implement, admin ensures fidelity in classroom activity</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote organization and communication through use of daily AVID planners</p> <p>Strategy's Expected Result/Impact: Better organization and communications with parents about current TEKS, learning objectives, and assignments or tasks due</p> <p>Staff Responsible for Monitoring: Classroom teachers check planners daily , admin spot check consistently, AVID site team visits</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				446





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: School Connectedness On Panorama Survey data to reflect an increase from 47% to 65%

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: Fall and Spring Panorama data reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and consistently adhere to Threshold routines , meeting students at the door, greetings students , praise by accomplishment</p> <p>Strategy's Expected Result/Impact: Encourage warm relationships between students and adults</p> <p>Staff Responsible for Monitoring: classroom teachers, admin, all staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: SEL lessons implemented daily as whole school initiative</p> <p>Strategy's Expected Result/Impact: create healthy mindsets in students and staff</p> <p>Staff Responsible for Monitoring: Classroom teachers, school counselor, admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Daily announcements and weekly celebrations video</p> <p>Strategy's Expected Result/Impact: Increase morale and create a culture of celebration and unity.</p> <p>Staff Responsible for Monitoring: classroom teachers, Technology leader, admin</p> <p>ESF Levers: Lever 3: Positive School Culture</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: Student daily attendance will increase from 91% to 95%

High Priority

Indicators of Success:

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

Evaluation Data Sources: Monthly attendance dashboard, daily average attendance in school status, truancy contacts

Strategy 1 Details	Reviews			
<p>Strategy 1: Encourage regular student attendance through Parent education; Parent Orientation, and PTA general assemblies will include attendance data and research on attendance and how it correlates to student success</p> <p>Strategy's Expected Result/Impact: Make parents more aware and responsible for student attendance</p> <p>Staff Responsible for Monitoring: Classroom teachers, admin,</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly attendance celebrations shared through weekly celebrations video for whole school. Best attendance average by class earns popsicles and popcorn with the Principals</p> <p>Strategy's Expected Result/Impact: Create excitement and competition between classes to encourage attendance</p> <p>Staff Responsible for Monitoring: Classroom teachers, admin, counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Monthly most improved attendance per class celebrations noted on Celebrations video- Pass a Most Improved Trophy to stay with the class until the next month</p> <p>Strategy's Expected Result/Impact: Create excitement and competition to encourage classes struggling with</p>	Formative			Summative
	Oct	Jan	Mar	May

attendance numbers to strive for most improved; Increasing overall attendance

Staff Responsible for Monitoring: Classroom teachers, office staff, admin

ESF Levers:

Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify



Discontinue

Ector County Independent School District

Lyndon B. Johnson Elementary

2023-2024 Campus Improvement Plan



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: The percentage of students K-5 achieving or exceeding their MATH RIT goal will increase from 62% to 67%.

High Priority





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: MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: To increase student academic performance, teachers will utilize the campus modified ECISD Math Lesson Plan Template. Teachers will follow the See It, Name It, Do It processes. Teachers will partner plan daily with their teachers utilizing Envision Curriculum Products, Formative Loop, Imagine Math, Do the Math, Get More Math-Free Pilot, Lonestar Math, and I-Ready.</p> <p>Strategy's Expected Result/Impact: The results of completing this strategy will ensure that students are showing growth and becoming proficient in mathematics. This will ensure that students met growth expectations on MAP and proficiency on STAAR.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, and TRT, Ms. Pamela Templin</p> <p>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 - Targeted Support Strategy</p> <p>Funding Sources: Formative Loop - Title One School-wide - \$3,500</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p>Strategy 2: All math teachers will conduct guided math daily utilizing the district approved program, Do the Math which is a manipulative based program. Teachers will utilize MAP data to configure groups. Teachers will make an effort to see 3 math groups daily. Teachers will also conduct Lonestar Daily Math Do Nows with student every day of instruction. K-1 teachers will also utilize the calendar aspect of Lonestar Math. Do the Math will be observed by the administrative team for implementation fidelity.</p> <p>Strategy's Expected Result/Impact: Teachers will ensure that the 75% of all learning gaps in math are filled in. This will ensure that growth is evident on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, and TRT, Ms. Pamela Templin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of all math teachers will be trained on problem solving strategies. Math teachers in grades 2nd-5th will utilize CUBES strategies on a daily basis. Teachers will provide students with opportunities for open-ended word problems throughout the week. All students will complete 60 minutes of Imagine Math or 2 successful lessons per week.</p> <p>Strategy's Expected Result/Impact: Students will be able to properly analyze math word problems and apply to real life scenarios. With Imagine Math, students will be consistently filling in the learning gaps. This will ensure that students show growth on MAP and proficiency on STAAR.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, and TRT, Ms. Pamela Templin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will work to prepare lessons that include manipulatives for all lessons that can utilize manipulatives. Teachers will conduct TEKS research on which lessons can utilize manipulatives. Teachers will ensure that all special education students have manipulatives available for all lessons that can utilize manipulatives. Teachers will also prepare lessons that will include supplemental aides. Teachers will conduct TEKS research on which lessons can have a supplemental aide. Teachers will ensure that all special education students have supplemental aides daily for their lessons.</p> <p>Strategy's Expected Result/Impact: Special education students will show growth on MAP and the majority of the students will exit Do Not Meets band on STAAR to the Approaches or above band.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: The percentage of students K-5 achieving or exceeding their READING RIT goal will increase from 56% to 62%

High Priority





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, I-Station ISIP, and Universal Screener

Strategy 1 Details	Reviews			
<p>Strategy 1: All reading teachers will be trained on the Science of Reading (SOR) during preservice training. Teachers will be provided with a book study titled, "Shifting the Balance." Teachers will revisit this professional development three times during the year.</p> <p>Strategy's Expected Result/Impact: Teachers will have a clear understanding of how to teach reading and best practices so that this instruction can be delivered to students. It is expected that students will show growth on MAP and proficiency on STAAR.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Science of Reading Professional Development - Title One School- Improvement</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p>Strategy 2: All students will be required to participate with I-Ready Online. Students will be required to complete 25 minutes per day. Teachers will monitor students' progress and set bi-weekly goals for students. Students will also be required to complete up to 90 minutes of I-Station, depending on their Tier level each week. Students will be required to complete AR and MyOn test as outlined by the recommended number of books per week.</p> <p>Strategy's Expected Result/Impact: It is expected that students will show growth on MAP and proficiency on STAAR.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: AR and MyOn - Title One School- Improvement - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of the ELA Staff will become familiar with the HMH writing components. 100% of the ELA Staff will be trained on high yield writing and grammar skills. Students will be provided a writing prompt at least every two weeks. Students will be provided with feedback on their writing. Teachers will focus on the RACE and RACER strategies.</p> <p>Strategy's Expected Result/Impact: Students will submit writing tasks on topic and logical that follows the RACE and RACER strategy. Students will score at least a 6 or above on the STAAR writing components.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will continue to utilize the HMH curriculum items. Teachers will also conduct guided reading daily. Teachers will also conduct LLI groups during the Knights of the Round Table time. Teachers will also pull small groups twice per week for students on Level 2 and Level 3 on I-Station for I-Station lessons.</p> <p>Strategy's Expected Result/Impact: Students will show growth on NWEA MAP and proficiency on STAAR reading. Significant gaps will be closed.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</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: By May of 2024, 34% of students will perform at the Meets level in 3rd-5th Math STAAR.





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%, 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, I-Ready Data, TEA STAAR Interim, STAAR End of Year.

Strategy 1 Details	Reviews			
<p>Strategy 1: 3rd-5th Grade students will be required to utilize: Formative Loop, Lonestar Math, Get More Math, Lowman, Countdown to STAAR, Envision, Do the Math, and I-Ready daily. Envision and I-Ready will be monitored daily by administration for fidelity checks. Targeted students will also have access to High Impact Tutoring in Math.</p> <p>Strategy's Expected Result/Impact: With High Quality Instructional Material being utilized daily, students will have numerous opportunities to interact with the TEKS and multiple opportunities to work in specific content.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>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</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 4: By May of 2024, 42% of students will perform at the Meets level in 3rd-5th Reading STAAR.

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%, 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, I-Station ISIP, Universal Screener, TEA Interim Assessments, STAAR End of Year

Strategy 1 Details	Reviews			
<p>Strategy 1: 3rd-5th grade students will engage in the use of: HMH, I-Ready, AR/MYOn, and NewsELA on a daily basis. 20 to 30 minutes per day will be dedicated to grammar skills outside of composition writing. Higher performing readers will engage in text 2-3 years above grade level daily.</p> <p>Strategy's Expected Result/Impact: Students will gain stamina as well as higher levels of performance on reading. This will result in the majority of our students becoming proficient in reading. All High Quality Instructional Material usage will be monitored daily by administration to ensure fidelity.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: All students in grades K-5th will be monitored bi-weekly on reading growth using the universal screener. Teachers will know that the goal is for each student to show growth every two weeks.</p> <p>Strategy's Expected Result/Impact: Continuous progress monitoring will ensure that all students are on track to become proficient readers.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 1: The percentage of Kindergarten- 2nd grade students reading on grade level will increase from 58% to 63%.





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%, 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: Universal Screener, NWEA MAP, I-Station

Strategy 1 Details	Reviews			
<p>Strategy 1: All K-2nd grade teachers will be trained on Saxon Phonics. Saxon Phonics will be utilized daily for 30 minutes in all K-2nd grade reading classes.</p> <p>Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students will be capable of reading on grade level thus preparing them for the next grade level.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mrs. Olivia Bowers, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Guided reading will continue in grade K-2nd 5 days per week. Teachers will be required to document all guided reading lessons and groups within their lesson plans. Administration will observe these groups weekly.</p> <p>Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students will be capable of reading on grade level thus preparing them for the next grade level.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mrs. Olivia Bowers, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All K-2nd grade classes will continue with Frog Words. Teachers will conduct three assessments during the year to track progress of high frequency words. High Frequency Word recognition will be a requirement for promotional consideration.</p> <p>Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students will be capable of reading on grade level thus preparing them for the next grade level.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mrs. Olivia Bowers, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: 68% of K-2 students will show growth on their READING MAP ASSESSMENT.

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%, 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, I-Station

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will engage in conducting guided reading groups daily. I-Station, Tier 2 and Tier 3 students will have guided reading 4 days per week. Tier 1 will have guided reading 5 days per week. Tier 4 and 5 students will have guided reading check ins 2 days per week.</p> <p>Strategy's Expected Result/Impact: Students will show growth on MAP Reading and I-Station bands.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCL Olivia Bowers, Special Education Teachers-Ms. April Dominguez and Mrs. Jennifer Hightower</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will ensure that students complete one NWEA MAP Skills lesson from the MAP NWEA practice each week. Teachers will document student's progress in the MAP NWEA Grid.</p> <p>Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students</p>	Formative			Summative
	Oct	Jan	Mar	May

will be capable of reading on grade level thus preparing them for the next grade level.

Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCL Olivia Bowers, Special Education Teachers-Ms. April Dominguez and Mrs. Jennifer Hightower

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levels:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy



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: 63% of 3rd grade students will show growth on their READING MAP.

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: MAP, I-Station ISIP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will engage in conducting guided reading groups daily. I-Station, Tier 2 and Tier 3 students will have guided reading 4 days per week. Tier 1 will have guided reading 5 days per week. Tier 4 and 5 students will have guided reading check ins 2 days per week</p> <p>Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students will also show proficiency on STAAR Reading Students will be capable of reading on grade level thus preparing them for the next grade level.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCL Jessie Young, Special Education Teachers-Ms. April Dominguez and Mrs. Jennifer Hightower</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will ensure that students in 3rd grade will have a strong phonics and phonemic awareness routine embedded within their daily instruction. 3rd grade teachers will also dedicate time daily for fluency probes.</p> <p>Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students</p>	Formative			Summative
	Oct	Jan	Mar	May

will also show proficiency on STAAR Reading Students will be capable of reading on grade level thus preparing them for the next grade level.

Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCL Jessie Young, Special Education Teachers-Ms. April Dominguez and Mrs. Jennifer Hightower

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



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 4: 43% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

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%, 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, I-Station ISIP, Universal Screener, TEA Interim Assessments, STAAR End of the Year

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will engage in guided reading 4 days per week. On Fridays, students will work on I-Station Scripted Lessons.</p> <p>Strategy's Expected Result/Impact: It is expected that students will be engaged more in the small groups. Students will have targeted instruction on their level. This will increase reading abilities, thus improving results on STAAR Assessments.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will engage in utilizing: Social Studies Weekly Readers in grades 1st-5th. Students will analyze and annotate these readings so that they will engage in non-fiction series. Students will also engage in one article per week from NewsELA in subjects of Reading, Science, and Social Studies.</p> <p>Strategy's Expected Result/Impact: Students will be allowed to explore more non-fictional, informational text. Students will be engaged in cross curriculum readings that will ensure that students have exposure to all types of readings. This will result in students showing more knowledge on content, thus improving reading scores.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: 100% of 3rd-5th grade students will utilize Avid planners to promote college readiness.


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%, 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: Observations of Avid Planners and Interactive Notebooks

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in grades 3rd-5th will utilize Avid planners for organizational purposes. Teachers will be trained on the use of Avid Planners.</p> <p>Strategy's Expected Result/Impact: AVID helps students become more organized by using a planner. It also encourages students to answer higher-level thinking questions and develop college-level writing skills.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, and TRT, Ms. Pamela Templin</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Avid Planners - Title One School- Improvement - \$1,300</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 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: School Connectedness panorama data will increase from 63% to 68%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will continue to engage students with 7 Mindsteps lessons at least twice per week. Teachers will also conduct Mindful Minutes at least twice per day.</p> <p>Strategy's Expected Result/Impact: Students will be able to engage in Social Emotional Learning that in turn will allow them to regulate self.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Counselor, Tatiana Helguera</p> <p>ESF Levers: Lever 3: Positive School Culture</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: Student daily attendance will increase from 92.2% to 95%.





High Priority

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, 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: School Status and Weekly attendance rates from Scott Randolph

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be given one Live School point for daily attendance. Students that receive 29-30 points per month for attendance will receive an incentive during lunch time.</p> <p>Strategy's Expected Result/Impact: Attendance will rise for the campus. Students that attend school more regularly will have higher academic achievement</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, Ms. Suhey Chavez, Attendance Clerk</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will be notified at the beginning of the school year that anything over 10 absences will result in the student having to attend summer learning to make up the time lost due to absences. Parents and students will sign a learning compact that will discuss attendance requirements.</p> <p>Strategy's Expected Result/Impact: Attendance will rise for the campus. Students that attend school more regularly will have higher academic achievement.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, Ms. Suhey Chavez, Attendance Clerk</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Frequent reminders and classes on the importance of attendance will be given every quarter during parent nights, parent meetings, and parent conferences</p> <p>Strategy's Expected Result/Impact: Attendance will rise for the campus. Students that attend school more regularly will have higher academic achievement.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, Ms. Suhey Chavez, Attendance Clerk</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Create attendance board on every hallway that discusses the attendance rates. Grade levels with highest monthly attendance will be rewarded.</p> <p>Strategy's Expected Result/Impact: Attendance will rise for the campus. Students that attend school more regularly will have higher academic achievement.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, Ms. Suhey Chavez, Attendance Clerk</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Follow the protocol from School Randolph, Director of Community Support Services, on attendance reporting and documentation.</p> <p>Strategy's Expected Result/Impact: Attendance will rise for the campus. Students that attend school more regularly will have higher academic achievement.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, Ms. Suhey Chavez, Attendance Clerk</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 20px;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> <div style="text-align: right;">471</div> </div>				

Ector County Independent School District
Barbara Jordan Elementary
2023-2024 Campus Improvement Plan



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: The percentage of students in grade K-5 achieving or exceeding their MATH RIT goal will increase from 57% to 60%.





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: BOY, MOY and EOY MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use 2022 - 2023 EOY MAP scores to determine students gaps and create intervention plans in order to close student learning gaps. Teachers will use individual student data trackers throughout the BOY, MOY, and EOY MAP Math cycles to show student growth.</p> <p>Strategy's Expected Result/Impact: Students will close gaps and improve their math scores on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 2: The percentage of students K-5 achieving or exceeding their READING RIT goal will increase from 47% to 60%

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%

Evaluation Data Sources: BOY, MOY and EOY MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation.</p> <p>Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and Teachers</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors and aides to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach, Teachers, Tutors and Aides</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				475

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: By May of 2024, 50% of students will perform at the Meets level in 3rd-5th Math STAAR.





High Priority

Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Jordan will hire certified tutors to work with grade levels 3-5 in reading and math, 3 times per week.</p> <p>Strategy's Expected Result/Impact: 50% of students will move from approaches to meets on STAAR.</p> <p>Staff Responsible for Monitoring: Campus administration, teachers and Instructional Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Two certified tutors - Title One Instructional Continuity - \$27,000</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 4: By May of 2024, 50% of students will perform at the Meets level in 3rd-5th Reading STAAR.





High Priority

Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation.</p> <p>Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: All classroom will have their technology updated, moving from Smartboards to Prometheans. Strategy's Expected Result/Impact: Increase in teacher/student engagement and improvement in Tier 1 instruction. Staff Responsible for Monitoring: Campus administration, Instructional Coach and Teachers</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title One School- Improvement</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Jordan will hire certified tutors to work with grade levels 3-5 in reading and math, 3 times per week. Strategy's Expected Result/Impact: 50% of students will move from approaches to meets on STAAR. Staff Responsible for Monitoring: Campus administration, teachers and Instructional Coach</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Two certified tutors - Title One Instructional Continuity - \$27,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 1: 60% of 3rd grade students will show growth on their Reading MAP.





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%

Evaluation Data Sources: MAP, SCA, Walkthrough Data, Intervention Groups

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: 55% of 3rd grade students will perform at the Meets level on their reading STAAR assessment.





High Priority

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, Benchmark, SCA, MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: The percentage of Kindergarten- 2nd grade students reading on grade level will increase from 55% to 60%.

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>Strategy 1: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors and flex aides to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students who are struggling will participate in intervention weekly via teachers, day tutors, and FEV Tutor in order to reach grade level potential.</p> <p>Strategy's Expected Result/Impact: Student academic readiness will improve, and students will enter first grade on grade level.</p> <p>Staff Responsible for Monitoring: Teachers/ Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</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 4: 55% of K-2 students will show growth on their READING MAP ASSESSMENT.

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>Strategy 1: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors and flex aides to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students who are struggling will participate in intervention weekly via teachers, day tutors, and FEV Tutor in order to reach grade level potential.</p> <p>Strategy's Expected Result/Impact: Student academic readiness will improve, and students will enter first grade on grade level.</p> <p>Staff Responsible for Monitoring: Teachers/ Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</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: 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: 100% of 3rd-5th grade students will utilize AVID planners to promote college readiness.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, 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: Walkthroughs by Admin and Leadership to verify use.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive training and expectations for AVID binder set up and organization. Strategy's Expected Result/Impact: Walkthroughs will move to showing more students engaged and organized. Staff Responsible for Monitoring: Assistant Principal and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The administration will conduct weekly walkthroughs to audit consistent binder usage. Strategy's Expected Result/Impact: Students will demonstrate mastery of AVID binder organizational skills and strategies. Staff Responsible for Monitoring: Assistant Principal and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: School connectedness Panorama data will increase from 64% to 75%.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, 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 Fall and Spring Results

Strategy 1 Details	Reviews			
<p>Strategy 1: School counselor and teachers will implement daily SEL lessons (7 Mindsets) every morning from 7:30-8:00 am to increase school connectedness, culture, attendance and overall student engagement.</p> <p>Strategy's Expected Result/Impact: Increase in school connectiveness.</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Jordan will conduct three content nights to include Science, Reading and Math.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement with campus and close the engage gaps with parents and school.</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Counselor, and Administration

Title I:

4.1, 4.2


- TEA Priorities:


Connect high school to career and college


- ESF Levers:

Lever 3: Positive School Culture

Funding Sources: Supplies for content nights - Title One School-wide - \$2,000

 No Progress

 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: Student daily attendance will increase from 93% to 95%.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Daily Attendance: SchoolStatus Daily Reports, District Attendance Awards

Strategy 1 Details	Reviews			
<p>Strategy 1: Truancy Meetings will be held every two weeks with parents/guardians of students with chronic truanancies. Strategy's Expected Result/Impact: Improved attendance and overall student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers</p> <p>Title I: 2.6, 4.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance Awards and Celebrations will be done every nine weeks to promote and celebrate attendance. Strategy's Expected Result/Impact: Improved attendance and overall student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Ector County Independent School District
Lamar Early Education Center
2023-2024 Campus Improvement Plan



**“GNOME”body does
PreK like LAMAR**

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: 90% of Pre-K 4 students will be able to rote count to 30 on the EOY CLI assessment.

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: BOY and EOY CLI Scores, MOY and EOY Report Card Data, Weekly PLC Data Meetings, Lesson Plans and Observations.

Strategy 1 Details	Reviews			
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. Strategy's Expected Result/Impact: Students will be able to successfully rote count from 1-30 or beyond. Staff Responsible for Monitoring: Classroom Teachers, Administrator and Team Leads	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All teachers will send home weekly "Homework" with counting strategies and activities for parents to help their child at home. Strategy's Expected Result/Impact: Parents will be supported with strategies and ideas for working with their child at home. Staff Responsible for Monitoring: Classroom Teachers and Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: A focused review of students' performance on CLI Math will be conducted at the end of the BOY cycle to address needs in particular areas within the math assessment. Strategy's Expected Result/Impact: Student progress in math development Staff Responsible for Monitoring: Teachers and Administrators	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: New teachers and Instructional Facilitators will receive coaching from the Region 18 EC Specialist in order to learn and strengthen PK Math instruction.</p> <p>Strategy's Expected Result/Impact: Students will leave PK ready for Math Instruction in Kindergarten</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: Coaching from Region 18 - Title One School-wide - \$14,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Two Instructional Assistant positions will be added to assist with small groups, challenging behaviors and toilet training issues that arise in the the PK classrooms daily.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to focus on and deliver high-quality instruction daily.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: Two full-time instructional aide positions - Title One School-wide - \$58,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Lamar EEC campus administrators will do 10 documented walk-throughs a week to observe and ensure Prekindergarten standards are taught at rigorous levels to prepare scholars for success in STAAR Meets and Masters.

Indicators of Success:

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

Evaluation Data Sources: Classroom Observations, Walk-throughs, Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Effective transitions will be planned, practiced, modeled and implemented with the support of visuals and routine books for all classes.</p> <p>Strategy's Expected Result/Impact: Improvement in student academic and social-emotional growth</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The Lamar Conscious Discipline Action Team will create Routine Books, Visuals and Social Stories to be used daily in classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported and students will be successful with routines and procedures.</p> <p>Staff Responsible for Monitoring: Conscious Discipline Action Team, Administrator</p> <p>Funding Sources: Mini Photo Printers, Cardstock, book binding combs and Printer Ink to print books. - Title One School-wide - \$3,500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will assist with transition to Pre-K 4 or Kindergarten by completing a Transition form for the receiving teacher/school on high priority students.</p> <p>Strategy's Expected Result/Impact: The transition to the next grade levels will be made smoothly and effectively for each student.</p> <p>Staff Responsible for Monitoring: Teachers and Administrator</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Parent Orientation and Meet the Teacher will be held prior to the first day of school for all students.</p> <p>Strategy's Expected Result/Impact: Increased student and parent comfort and confidence in the transition to Pre-K.</p> <p>Staff Responsible for Monitoring: Teachers, Teaching Assistants, Administrator</p>	Formative			Summative
	Oct	Jan	Mar	May

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No Progress



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: Lamar PK4 students will have an increase of at least one instructional level on Istation performance from October 2023 to May 2024.





Indicators of Success:

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

Evaluation Data Sources: IStation (BOY, MOY, EOY)

IStation monthly assessments

IStation lessons

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be assessed monthly using istation. Strategy's Expected Result/Impact: Students will show steady improvement throughout the year and receive intervention as needed. Staff Responsible for Monitoring: Administrators and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will track progress monthly and disaggregate data during PLC's. Strategy's Expected Result/Impact: Students will show steady improvement throughout the year and receive intervention as needed. Staff Responsible for Monitoring: Administrators and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be given the opportunity to observe high quality literacy implementation on campus. Strategy's Expected Result/Impact: Teachers will feel empowered to implement high quality literacy activities with their students. Staff Responsible for Monitoring: Administrators and Classroom Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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: 90% of Pre-K 4 students will be able to produce 26 letter sounds by the end of the 2023-2024 school year.

Indicators of Success:

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

Evaluation Data Sources: BOY and EOY CLI scores, MOY and EOY Report Card Data, Monthly PLC Data Conversations. Lesson Plans, Istation Data and Observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly lesson plans showing strategies to intentionally teach letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers.</p> <p>Strategy's Expected Result/Impact: Pre-K 4 students will leave PreK with a strong emerging reader foundation.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrator and Pre-K 4 Team Leader</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will send home weekly "Homework" with developmentally-appropriate letter activities for parents and students to work on at home.</p> <p>Strategy's Expected Result/Impact: Students will develop strong literacy foundation to prepare them for Kindergarten.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrator and Lead Teacher.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Administrator will conduct weekly walkthrough observations/coaching sessions and provide effective feedback related to Prekindergarten Best Practices</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported and student achievement will increase</p> <p>Staff Responsible for Monitoring: Campus Administrator and Team Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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: Increase student performance between the CLI Wave 1 and Wave 3 to have 90% of students "On Track" in the Phonological Awareness domain.

Indicators of Success:

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

Evaluation Data Sources: CLI Data Istation Data

Strategy 1 Details	Reviews			
<p>Strategy 1: A focused review of students' performance on CLI Phonological Awareness will be conducted at the end of each Wave to determine needs in particular areas within the Phonological Awareness assessment.</p> <p>Strategy's Expected Result/Impact: Students will get additional support as needed in the area of Phonological Awareness</p> <p>Staff Responsible for Monitoring: Administrator and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will meet with Administrator each nine weeks for Progress Monitoring of each student's academic performance.</p> <p>Strategy's Expected Result/Impact: Students will get additional support as needed in the area of Phonological Awareness</p> <p>Staff Responsible for Monitoring: Teachers and Administrator</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize digital music throughout the day so support student learning through songs and rhymes.</p> <p>Strategy's Expected Result/Impact: Students will receive additional support in the area of phonological awareness through music and songs.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: Digital Music Packs - Title One School-wide - \$2,900</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 1: Lamar student attendance will increase from 88.8% to 95% by the end of the 2023-2024 school year.

Indicators of Success:

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

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be greeted at the door each day. Children will be given a choice of how they wish to be greeted.</p> <p>Strategy's Expected Result/Impact: Students will feel welcomed and experience a sense of belonging.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrator and Team Lead</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Each classroom, Specials Areas and Offices will have a Safe Place area for students to compose themselves when emotional upset occurs.</p> <p>Strategy's Expected Result/Impact: Students will understand that it is OK to feel angry and upset and have strategies to self-regulate.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrator and Team Lead</p> <p>Funding Sources: Safe Place materials - Title One School-wide - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Classroom teachers, administrators will participate in Conscious Discipline coaching.</p> <p>Strategy's Expected Result/Impact: Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Professional Development-Conscious Discipline Coaching - Title One School-wide - \$25,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Classroom teachers and Administrator will have opportunities to attend Conscious Discipline Training (Feeling Buddies, Elevate, Creating the School Family, Conscious Discipline for Administrators, Summer Institute) as well as other Professional Development focused on building Social Emotional capacity in our students.</p> <p>Strategy's Expected Result/Impact: Teachers and Administrator will feel empowered to work with students experiencing big trauma and behaviors.</p> <p>Staff Responsible for Monitoring: Administrator, Secretary</p> <p>Funding Sources: Professional Development - Title One School-wide - \$16,878</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: All staff will participate in training to develop strategies to deal with upset and anger and rage.</p> <p>Strategy's Expected Result/Impact: All staff will feel empowered with strategies to work with students who display large outbursts and behavior issues.</p> <p>Funding Sources: Responding to Rage and Handling Upset E-Course, Books to use with e-learning - Title One School-wide - \$2,800</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Lamar administrator and staff will discuss importance of regular attendance during Meet the Teacher, Parent Conferences, all Parent Engagement Activities, through social media and teacher communication app. Classes with highest attendance will ring attendance bell.</p> <p>Strategy's Expected Result/Impact: Parents and students will understand the importance of regular school attendance.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Teachers, and Attendance Clerk</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Students will participate in hands-on learning that will be fun and engaging and support the desire for them to attend school every day</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Attendance Clerk</p> <p>Funding Sources: - Title One School-wide - \$11,000</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 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: 90 percent of Lamar families will participate in Parent and Family Engagement opportunities to increase school to home connections.

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: Parent surveys, Sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Lamar will conduct Conscious Discipline Parent Training monthly throughout the school year. Strategy's Expected Result/Impact: Parents will feel supported and empowered to work with their children at home. Staff Responsible for Monitoring: Teachers and Administrator</p> <p>Funding Sources: Materials for parents to do Conscious Discipline make and take activities - Title One School-wide - \$2,166</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Lamar will foster a more collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Transportation Parade, Valentines' Day Dance, P.S. I Love You, and Eggstravaganza Strategy's Expected Result/Impact: More positive image of Lamar EEC and higher level of parent engagement. Staff Responsible for Monitoring: Teachers and Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Lamar will promote the campus Parent Resource Library so parents will have access to high-quality Prekindergarten learning games and activities Strategy's Expected Result/Impact: Resource Materials will be utilized by parents and students at home. Staff Responsible for Monitoring: Library clerk</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Ector County Independent School District

Milam Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B



Board Goals

Board Goal 1: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 40% to 60% by May 2024.

Performance Objective 1: MATH MAP - The percentage of students meeting their projected growth will go from 54% of all students at Milam to 65% of all students at Milam.





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%

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction, interventions, and tutoring will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Funding Sources: Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - \$20,000, Dyslexia Teacher - State Comp Ed - \$85,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Air Tutoring will be offered to all students who DID NOT MEET grade level standards on STAAR in grades 3-5, and who fall below the 40th percentile in MAP in grade 2.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading, and students will achieve approaches or above in STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Math specific Magnet classes will be offered and students needing extra support will be encouraged to attend.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 40% to 60% by May 2024.

Performance Objective 2: READING MAP - The percentage of students meeting their projected growth will go from 51% of all students at Milam to 65% of all students at Milam.

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%

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Funding Sources: Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - \$20,000, Dyslexia Teacher - State Comp Ed - \$85,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: AIR Tutoring will be offered to all students performing in the 40th percentile on MAP in grade 2, and students who DID NOT MEET grade level standards in grade 3-5 on STAAR.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading, Students will achieve approaches or higher on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				504

Strategy 3 Details	Reviews			
<p>Strategy 3: Reading specific Magnet classes will be offered and students needing extra support will be encouraged to attend.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
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Board Goal 1: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 40% to 60% by May 2024.

Performance Objective 3: STAAR MATH "Meets" percentages will increase from 44% (2023 STAAR) to 60% as measured by the 2024 STAAR assessment.

3rd Grade Math from 38% to 58%

4th Grade Math from 48% to 62%

5th Grade Math from 46% to 60%

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: -Math District Benchmarks (Fall, Winter, & Spring)

-NWEA Math Map (BOY, MOY, EOY)





-Unit Assessments

-2023 STAAR

-Student Grades

-Student Learning Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Milam will utilize the district Math curriculum, Lonestar Math, and Lead4Ward resources to deliver high-quality instruction in all math classrooms.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, and Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will utilize iReady and Math Academy and require students to pass 2-5 lessons per week.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Milam will recognize students in the main hallway on an "iReady" and "Math Academy" bulletin board to show lessons passed and to encourage other students to complete/pass 2-5 lesson weekly or become one of the top lesson achievers in the school.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 40% to 60% by May 2024.

Performance Objective 4: STAAR READING "Meets" percentages will increase overall from 40% (2023 STAAR) to 60% as measured by the 2024 STAAR assessment.

3rd Grade Reading from 43% to 60%

4th Grade Reading from 46% to 60%

5th Grade Reading from 51% to 60%

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: -Reading District Benchmarks (Fall, Winter, & Spring)

-NWEA Reading Map (BOY, MOY, EOY)

-SCAs





-2023 Reading STAAR

-Student Grades

-Student Learning Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Funding Sources: Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - \$20,000, Dyslexia Teacher - State Comp Ed - \$85,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide</p> <p>Staff Responsible for Monitoring: Teacher, Librarian, Admin</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Milam will recognize students achieving Level 3 or higher on their iStation assessments every month on a bulletin board in the main hallway by taking a group picture of students in every class on campus and displaying them.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and utilization of effective teaching strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide -Improved intervention processes</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, and Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Milam will effectively utilize and implement the ECISD HMH curriculum and our Saxon curriculum.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Milam's Instructional Coach will be pulling students who DID NOT MEET grade level standards for additional targeted interventions in reading twice a week during PE time.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 1: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 40% to 60% by May 2024.

Performance Objective 5: 5th Grade STAAR (Science) "Meets" percentages will increase 15-20% by the 2024 STAAR assessment.





High Priority

Indicators of Success:

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

Evaluation Data Sources: 2023 STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Milam will utilize the district science curriculum.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement</p> <ul style="list-style-type: none"> -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies <p>Staff Responsible for Monitoring: Teachers, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction 	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will use the new science pacing and lesson framework provided by the district.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, and Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Milam will utilize a STEM lab.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and instruction delivery -Improved culture -Increase in data driven classrooms and strategies</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, and Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 51% to 65% or above by May 2024.





Performance Objective 1: In grades K-2 the ROI for iStation reading in all classrooms will show moderate to high growth for all students.

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: iStation

Strategy 1 Details	Reviews			
<p>Strategy 1: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide</p> <p>Staff Responsible for Monitoring: Teacher, Librarian, Admin</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will effectively utilize and implement the ECISD HMH and Saxon curriculum.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Funding Sources: Dyslexia Teacher - State Comp Ed - \$85,000, Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - \$20,000</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 2: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 51% to 65% or above by May 2024.

Performance Objective 2: The percentage of students in grades K-2, meeting their projected growth in Reading MAP, will increase from an average of 47% to an average of 60% by 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%

Evaluation Data Sources: -MAP Growth Assessment

-I-Station Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement</p> <ul style="list-style-type: none"> -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide <p>Staff Responsible for Monitoring: Teacher, Librarian, Admin</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <p>Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will effectively utilize and implement the ECISD HMH and Saxon curriculum.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Funding Sources: Dyslexia Teacher - State Comp Ed - \$85,000, Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: Board Goal: 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.





Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 51% to 65% or above by May 2024.

Performance Objective 3: The percentage of students in 3rd Grade, meeting their projected growth on their Reading MAP assessment, will increase from an average of 63% to an average 75% by May 2024.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Funding Sources: Dyslexia Teacher - State Comp Ed - \$85,000, Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide</p> <p>Staff Responsible for Monitoring: Teacher, Librarian, Admin</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Milam will effectively utilize and implement the ECISD HMH curriculum and Sirius.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 51% to 65% or above by May 2024.

Performance Objective 4: Milam's percentage of 3rd grade students achieving the meets or exceeds standard in reading on STAAR will increase from 43% to 60% by May of 2024.

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Funding Sources: Dyslexia Teacher - State Comp Ed - \$85,000, Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement</p> <ul style="list-style-type: none"> -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide <p>Staff Responsible for Monitoring: Teacher, Librarian, Admin</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <p>Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Milam will effectively utilize and implement the ECISD HMH curriculum and Sirius.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 1: Student Connectedness Panorama Data will increase from 65% to at least 75% by May 2024.





High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the Big Rocks hierarchy of management to improve classroom management and culture. Strategy's Expected Result/Impact: All adults and students Staff Responsible for Monitoring: Admin, Instructional Coach, and Teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use Conscious Discipline strategies to improve student behavior. Strategy's Expected Result/Impact: All adults and students Staff Responsible for Monitoring: Admin, Instructional Coach, and Teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				522

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize the 7 Mindsets platform to teach SEL lessons to support students social and emotional needs.</p> <p>Strategy's Expected Result/Impact: All adults and students</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, and Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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.





Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 2: The Staff Belonging percentage in our Panorama data will improve from 68% to 75% by May of 2024.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Milam will provide more opportunities for the adults at our school to connect and work through conflicts.</p> <p>Strategy's Expected Result/Impact: All adults on campus</p> <p>Staff Responsible for Monitoring: Admin, Front Office, IC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will provide more opportunities at Milam for staff to be more familiar with each other and understand each others individual needs (especially support needs), and the best way for each staff member to receive feedback.</p> <p>Strategy's Expected Result/Impact: All staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </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.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 3: Milam's teacher retention rate will remain above 90% for the 24-25 school year.





High Priority

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: End of Year Teacher Retention Rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be provided a framework for planning and preparation that utilizes the foundations of excellent teaching, and will be expected to produce a PLC binder with crucial elements in the backwards planning process.</p> <p>Strategy's Expected Result/Impact: -MAP Growth Assessment -Short Cycle Unit Assessments -I-Station Reading -iReady/Math Academy Lessons Passed -STAAR Assessments</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Instructional Coach</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: A campus calendar and staff website will be provided with very proactive planning, communication, and collaboration and include our most important events that need to be communicated to staff and parents, staff moral events, celebrations, and recognition events.</p> <p>Strategy's Expected Result/Impact: -Improved Campus Culture -Improved connectedness -Increase in teacher retention</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Instruction Coach, Fine Arts Team Lead</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: 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: 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.





Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 4: We will go from 75% to 100 % of Milam students will using AVID Planners daily in grades K-5 to teach students to track/improve learning, assignments, and attendance.

Indicators of Success:

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

Evaluation Data Sources: Planner Checks

Strategy 1 Details	Reviews			
Strategy 1: Students will use their planner to write down assignments and proactively plan.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students will use their planners to track attendance. Strategy's Expected Result/Impact: Student attendance will be positively impacted and remain above 95% all year.	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 5: 100% of our Science Teachers will be using AVID Interactive Notebooks this year.

Indicators of Success:

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

Evaluation Data Sources: Walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: 1 of the composition notebooks required in the school supplies will be used specifically for an interactive notebook in science class.</p> <p>Strategy's Expected Result/Impact: -Improved Science MAP scores -Improved STAAR Science scores</p> <p>Staff Responsible for Monitoring: Teacher, AP, Instructional Coach, Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Science teachers will complete interactive notebook checks to make sure all students are meeting the expectations of an AVID Interactive Notebook using a rubric.</p> <p>Strategy's Expected Result/Impact: -Improved Science MAP Scores</p>	Formative			Summative
	Oct	Jan	Mar	May

-Improved Science STAAR Scores

Staff Responsible for Monitoring: Teacher, AP, Instructional Coach, Principal

Title I:

2.4, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction



No Progress



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.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 6: Milam will provide a safe and supportive learning environment and maintain an attendance average of 96% or above during the 2023-24 school year. Attendance will go from 95% to 97% by May of 2024.

High Priority

Indicators of Success:





Attendance - % of student daily attendance - 2024 Goal: 95%, 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: -Safety Checks

- Panorama Survey
- Campus created surveys
- System/Processes surveys and evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: Milam will ensure all staff members receive campus classroom expectations/routines training and safety training to understand and effectively utilize processes, procedures, and expectations on a normal school day/during drills/ and in emergency situations. We will also implement a system for quick access to all safety info from staff cell phones.</p> <p>Strategy's Expected Result/Impact: Safe and supportive environment</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: 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, and anti-bullying/harassment strategies.</p> <p>Strategy's Expected Result/Impact: Safe and supportive environment Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: The Milam comprehensive Guidance and Counseling curriculum will continue to be implemented in Pre K-5th grade to implement lessons that will include child abuse, bullying, conflict resolution, self efficacy, decision making, behavior and other social-emotional topics.</p> <p>Strategy's Expected Result/Impact: Safe and supportive environment Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.</p> <p>Strategy's Expected Result/Impact: Safe and supportive environment Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, Big Rocks, PBIS, and Conscious Discipline practices (SEL body of work).</p> <p>Strategy's Expected Result/Impact: -Safe and supportive environment -Decrease in referrals -Improved attendance</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, Student Incentives Committee, and Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Milam will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.</p> <p>Strategy's Expected Result/Impact: Safe and supportive environment</p> <p>Staff Responsible for Monitoring: Principal, AP, and Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Milam will model Big Rocks school wide routines and procedures, improve systems, and provide coaching.</p> <p>Strategy's Expected Result/Impact: Safe and supportive learning environment</p> <p>Staff Responsible for Monitoring: Principal, AP, IC, and Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, 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>				

Ector County Independent School District
Nimitz Middle School
2023-2024 Campus Improvement Plan

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: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 55% to 65 % in the 2023 -2024 school year.





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%

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
<p>Strategy 1: New teachers will continue to receive training in the DDI process and protocols and all teachers will use the DDI process.</p> <p>Strategy's Expected Result/Impact: Students MAP growth will reach 65%.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach, Opportunity Culture team</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will embed rigorous high level thinking questions in their weekly lesson plans.</p> <p>Strategy's Expected Result/Impact: Students MAP growth will reach 65%.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Opportunity Culture MCLs, Department Chairs</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Nimitz will implement the district approved curriculum, follow the YAG, and utilize district approved resources.</p> <p>Strategy's Expected Result/Impact: Students MAP growth will reach 65%.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Opportunity Culture MCLs, Department Chairs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 2: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 55% to 70% in the 2023-2024 school year.

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%

Evaluation Data Sources: EOY MAP data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will continue to receive training in the DDI processes and protocols. Strategy's Expected Result/Impact: Student MAP growth will reach 70%. Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach, Opportunity Culture team</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will embed rigorous high level thinking questions in their weekly lesson plans. Strategy's Expected Result/Impact: MAP data Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach, Opportunity Culture team</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. Strategy's Expected Result/Impact: Student MAP growth will reach 70%. Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach, Opportunity Culture team</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				536

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 achieving or exceeding Meets on Reading STAAAR will increase from 49% to 65% by the 2023-2024 school year.





High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will continue to receive training in the DDI process and protocols.</p> <p>Strategy's Expected Result/Impact: Student's reaching MEETS on Reading STAAR will increase to 60% by end of year 2023.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will embed rigorous high level thinking questions in their weekly lesson plans.</p> <p>Strategy's Expected Result/Impact: Student's reaching MEETS on Reading STAAR will increase to 60% by end of year 2023.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources.</p> <p>Strategy's Expected Result/Impact: Student's reaching MEETS on Reading STAAR will increase to 60% by end of year 2023.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 achieving or exceeding Meets on Math STAAAR will increase from 47% to 60% by the end of the 2023 school year.





High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will continue to receive training in the DDI process and protocols.</p> <p>Strategy's Expected Result/Impact: The percentage of students achieving or exceeding Meets on Math STAAAR will increase to 60% by the end of the 2023 school year.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will embed rigorous high level thinking questions in their weekly lesson plans.</p> <p>Strategy's Expected Result/Impact: Students achieving or exceeding Meets on Math STAAAR will increase to 60% by the end of the 2023 school year.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources.</p> <p>Strategy's Expected Result/Impact: Student's reaching MEETS on Reading STAAR will increase to 60% by end of year 2023.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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.





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: Nimitz will increase awareness of College and Career readiness in order to spark interest in post-secondary opportunities.

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: Enrollment in Choice Schools and AVID

Strategy 1 Details	Reviews			
<p>Strategy 1: The AVID committee will prepare brief College and Career messages to send out to students during morning announcements.</p> <p>Strategy's Expected Result/Impact: Increase student awareness of post-secondary opportunities.</p> <p>Staff Responsible for Monitoring: Avid Committee, CIS Coordinator, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The AVID site team, along with school counselors, will plan and implement a school-wide College and Career month within the first semester.</p> <p>Strategy's Expected Result/Impact: Increase student awareness of post-secondary opportunities.</p> <p>Staff Responsible for Monitoring: Avid Committee, CIS Coordinator, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</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: Nimitz will raise the Connectedness Indicator within Panorama from 38% to 56% by the end of the 2023 school year.

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 Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Core subject areas will hold Family Nights. Strategy's Expected Result/Impact: Students and families will build positive relationships with teachers and staff raising the percentage rate to at least 56%. Staff Responsible for Monitoring: Administrators and staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Nimitz faculty and staff will celebrate student successes in attendance, academic improvement, and citizenship. Strategy's Expected Result/Impact: Positive climate resulting in less discipline referrals Staff Responsible for Monitoring: Administration, counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</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: Nimitz will raise the Sense of Belonging Indicator within Panorama from 33% to 45% by the end of the 2023 school year.

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 Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive SEL lessons weekly. Strategy's Expected Result/Impact: Panorama survey results will improve from 42%. Staff Responsible for Monitoring: Administrators and teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Nimitz will implement clubs for students to join - Keep Nimitz Beautiful, Chess, Robotics. Strategy's Expected Result/Impact: Panorama survey results will improve from 42%. Staff Responsible for Monitoring: Administrators and teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Ector County Independent School District
Noel Elementary
2023-2024 Campus Improvement Plan

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 2024, 3rd through 5th grade Mathematics MAP scores will have 65% of their students in each classroom meeting or exceeding their growth goals.

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: Lesson Plans and feedback
 Walk-throughs, feedback and coaching
 Tutoring performance outcomes
 Data Driven Instruction Analysis during Professional Learning Committees
 Practice Clinics
 MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: In accordance with the district's initiatives, scope and sequence, and ECISD-approved curriculum, our Multi-Classroom Leaders and their team teachers will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement.</p> <p>Strategy's Expected Result/Impact: Students will be allowed to participate in a variety of learning experiences through Blended Learning station rotations that allow for high accountability and engagement.</p> <p>Staff Responsible for Monitoring: Teachers, Multi-Classroom Leaders and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Tutoring will be provided before, during, and after school to target reading and math skills.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement toward growth goals and closing student gaps in reading and math.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Title one School-Wide - Title One School-wide - \$30,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All classroom teachers 3-5 will implement the instructional frameworks for ELAR and Math using the district approved curriculum resources that meet the needs of all students while ensuring all students have equitable access to rigorous instruction aligned to the TEKS. Math and Reading practice clinics will be given to teachers needing further coaching to increase tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Students 3-5 will show improvement in their reading levels and be at or above by the end of their grade as well as meet on grade level or above math MAP targets.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administrators, and Multi-classroom Leaders.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Noel will follow all district calendar professional development allowances and plan relevant learning based on teacher needs.</p> <p>Strategy's Expected Result/Impact: Teachers will benefit from professional development that is tailored to their needs.</p> <p>Staff Responsible for Monitoring: teachers and campus administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</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 2: By May 2024, 3rd -5th Reading MAP scores will have 65% of their students in each classroom meeting or exceeding their growth goals.

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: MAP, BOY, MOY and EOY scores

- Lesson Plans
- Walk-Throughs and Feedback
- Tutoring Outcomes (data)
- PLCs (Planning and Data-Driven Instruction)
- Practice Clinics
- On-going coaching for all staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan and provide engaging lessons following Get Better Faster practices by focusing on the standards using TEKS Resource System and Lead4ward resources.</p> <p>Strategy's Expected Result/Impact: Engaging lessons will improve MAPS scores</p> <p>Staff Responsible for Monitoring: Engaging lessons will improve MAPS scores</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will monitor student progress on iStation monthly. Students goals will be made monthly to ensure all students are on track to be on or above grade level in reading.</p> <p>Strategy's Expected Result/Impact: Targeted reading intervention and Reading fluency for students will improve</p> <p>Staff Responsible for Monitoring: Classroom teachers, Multi-classroom leaders, and administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				548

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: By May 2024 4th Grade Reading STAAR meets scores will increase from 19% to 29%, Masters will increase from 7% to 17%.

Indicators of Success:

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

Walk-throughs and feedback





Tutoring outcomes

PLCs (Planning Data Driven Instruction)

Practice Clinics

On-going coaching for all staff

Strategy 1 Details	Reviews			
<p>Strategy 1: The 4th Grade teachers will be coached by the fourth grade reading Multi-classroom Leader on Balanced Literacy, ELAR framework, rigorous tier 1 instruction and successful classroom practices.</p> <p>Strategy's Expected Result/Impact: The Multi-classroom Leader will support the classroom teacher in improving classroom practices which will lead to student improvement.</p> <p>Staff Responsible for Monitoring: Administrators and Multi-classroom Leaders</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The 4th grade reading teachers will monitor student progress and set student goals on iStation.</p> <p>Strategy's Expected Result/Impact: Targeted reading intervention and reading fluency will improve</p> <p>Staff Responsible for Monitoring: Administrators, Multi-classroom Leaders and classroom teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: The 4th grade team will follow the Data Driven Instruction process when analyzing data and forming reteach plans during PLCs.</p> <p>Strategy's Expected Result/Impact: Reading Intervention will be effective and student reading scores will improve.</p> <p>Staff Responsible for Monitoring: administrators, Multi-classroom Leaders</p> <p>TEA Priorities: Improve low-performing schools - ESF Levels: Lever 5: Effective Instruction</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 4: By May 2024, 5th Grade Math STAAR meets scores will increase from 48% to 58%, Masters will increase from 14% to 24%.

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: Lessons plans
 Tutoring outcomes
 PLCs (Planning and Data-Driven Instruction)
 Practice Clinics
 On-going coaching for all staff
 Walkthroughs and feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Noel will use Opportunity Culture to provide teachers personalized professional learning in all grade levels. This will occur in the form of coaching, co-teaching, co-planning, and real-time feedback given by the Multi-classroom Leaders (MCLs).</p> <p>Strategy's Expected Result/Impact: Academic growth in Domains 2 and 3 on STAAR. MAPS data will improve.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Practice Clinics in reading and math will be held to improve teacher capacity and rigorous teaching skills.</p> <p>Strategy's Expected Result/Impact: Teachers will be more confident and student engagement will improve.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Multi-classroom Leaders</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				551

Strategy 3 Details	Reviews			
<p>Strategy 3: Tutoring will be provided during, and after school.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement toward growth goals and filling individual student gaps.</p> <p>Staff Responsible for Monitoring: classroom teachers and administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Noel will embed technology through Blended Learning station rotations and utilize in the classrooms at all times.</p> <p>Strategy's Expected Result/Impact: Students will be given immediate feedback on their progress learning to work on personalized instruction needed to close student gaps.</p> <p>Staff Responsible for Monitoring: Campus administrators Classroom teachers Multi-classroom Leaders</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 1: According to Middle of the Year Reading MAPS, 3rd - 5th grade will have 50% of their students meeting or exceeding their projected growth goals, and by End of Year Reading MAP, 3rd -5th Grade will have 65% of their students meeting or exceeding their growth goals.





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: BOY, MOY, EOY MAP data

- Lesson Plans
- Walk-throughs and feedback
- Tutoring outcomes
- PLCs (Planning and Data-Driven Instruction)
- Practice Clinics
- On-going coaching for all Staff

Strategy 1 Details	Reviews			
<p>Strategy 1: According to the MAP Reading Growth Assessment, the number of 3rd grade students meeting or exceeding their growth goals will increase from 52% to 62%.</p> <p>Strategy's Expected Result/Impact: The percentage of 3rd grade students reading at or above grade level will improve.</p> <p>Staff Responsible for Monitoring: Multi-classroom leaders teachers administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: According to the MAP Reading Growth Assessment, the number of Noel 4th grade students meeting or exceeding their growth goals will increase from 54% to 64%.</p> <p>Strategy's Expected Result/Impact: The Percentage of 4th grade students reading at or above grade level will improve.</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders Teachers Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: With the Multi-Classroom Leaders, Reach Associates and added Master Team Reach Teachers , more teachers will receive the coaching and support to grow teachers and students to help increase growth in both reading and math.</p> <p>Strategy's Expected Result/Impact: The percentage of third graders growth will improve in both reading and math.</p> <p>Staff Responsible for Monitoring: Teachers Multi-Classroom Leaders Reach Associate Administrators Master Team Reach Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title One School-wide - \$15,000</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 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: By May 2024 3rd Grade Reading STAAR Meets scores will increase from 24% to 34%, Masters scores will increase from 3% to 8%.





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: iStation Data

- Short-cycle assessment data
- BOY, MOY, EOY, MAP data
- Lesson Plans
- Walk-through and Feedback
- Tutoring Outcomes
- PLCs (Planning and Data-Driven Instruction)
- Practice Clinics
- On-going coaching for all staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will track 3rd grade student scores by comparing them to their 2nd grade scores as a baseline to ensure students are making progress.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to determine which students need intervention.</p> <p>Staff Responsible for Monitoring: Multi-classroom Leaders Teachers Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Tutoring will be provided during and/or after school.</p> <p>Strategy's Expected Result/Impact: The percentage of 3rd grade students reading at or above grade level will improve.</p> <p>Staff Responsible for Monitoring: Multi-classroom Leaders Classroom teachers Campus administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Noel will implement innovative instructional models which enable personalized learning for all students.

Indicators of Success:





Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Lesson Plans

Evaluation of Practice Clinics

PLC Agendas

Walk-through Documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Blended Learning will provide personalize instruction for students through computer based programs and small group instruction.</p> <p>Strategy's Expected Result/Impact: Students will track their progress through iStation, and I-Ready Math. They will target their growth and work on areas of need.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Multi-Classroom Leader</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will analyze student data to plan intervention with students in small group instruction.</p> <p>Strategy's Expected Result/Impact: Through intervention with students in small group instruction, students will show growth and improvement.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: Noel will continue to utilize Social Emotional Learning focused strategies to increase college, career, and military readiness by improving our attendance rate from 93% to 95%

Indicators of Success:

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

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
<p>Strategy 1: Social Emotional Learning support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress.</p> <p>Strategy's Expected Result/Impact: Social Emotional Learning support will enhance student learning by creating a low-risk learning environment and help build student self-esteem.</p> <p>Staff Responsible for Monitoring: teachers counselors administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: Students identified as Other Special Populations (OSP - McKinney Vento, Homeless, Foster and Military-Connected) will be prioritized and receive additional services designed to increase academic performance on STAAR and improve attendance for this Special Population.

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%

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Community Outreach Center, social workers, specialists, and Communities in Schools will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria.</p> <p>Strategy's Expected Result/Impact: Barriers will be removed so student attendance will be expected to increase to 95%.</p> <p>Staff Responsible for Monitoring: Counselors Office Clerk Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students in all special populations will be included in tutoring and intervention during and after school.</p> <p>Strategy's Expected Result/Impact: Through tutoring and intervention, teachers will target student needs to target growth and progress.</p> <p>Staff Responsible for Monitoring: teachers, MCLs, and administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</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 4: Noel will continue to implement a monthly writing prompt schoolwide utilizing AVID W.I.C.O.R. strategies to improve college, career, and military readiness.

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%, 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: Student Writing Folders

Lesson Plans

AVID strategies for writing

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will utilize AVID binders to help them with their organizational skills.</p> <p>Strategy's Expected Result/Impact: Students will be more successful when working independently.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Multi-classroom Leaders Campus Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will identify in their lesson plans, which AVID W.I.C.O.R. (writing, inquiry, Collaboration, Organization and Reading) skill is being targeted in each student activity.</p> <p>Strategy's Expected Result/Impact: Teachers will plan for all parts of W.I.C.O.R.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Multi-classroom Leaders Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Ector County Independent School District
New Tech Odessa High School
2023-2024 Campus Improvement Plan



Board Goals

Board Goal 1: 1) 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, 60% of students will perform at the Meets level in Algebra 1 STAAR EOC.

High Priority

HB3 Board Goal

Indicators of Success:

English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC, NWEA MAP, Short Cycle Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback.</p> <p>Strategy's Expected Result/Impact: Improvement in Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach.</p> <p>Strategy's Expected Result/Impact: Increase student performance on Algebra 1 STAAR EOC</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Teachers, Administration

TEA Priorities:


Build a foundation of reading and math, Improve low-performing schools


- ESF Levers:

Lever 5: Effective Instruction

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 1: 1) 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, 88% of English 1 students and 80% of English 2 students will perform at the Meets level in English 1 and English 2 STAAR EOC.





High Priority

HB3 Board Goal

Indicators of Success:

English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC, NWEA MAP, Short Cycle Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback.</p> <p>Strategy's Expected Result/Impact: Improvement in Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach.</p> <p>Strategy's Expected Result/Impact: Increase student performance on English 1 and English 2 STAAR EOC</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: 1) 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 meeting or exceeding the growth target will increase 79% to 84% as measured by 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%

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leaders will review and disaggregate data to track and monitor the progress of all students and provide feedback.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction and increase in percentage of students who meet or exceed STAAR progress measure.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement PLC schedule for teachers to facilitate recurring data meetings.</p> <p>Strategy's Expected Result/Impact: Support and build effectiveness of teachers in disaggregating student data.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: 1) 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 English 1 and English 2 students achieving or exceeding their READING RIT goal will increase from 48% to 53%.





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: NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a student data tracking system for students to foster ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students meeting or exceeding individual growth on EOY MAP Reading RIT</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: NTO will track data progress throughout the BOY, MOY, and EOY MAP Reading scores to show improvement.</p> <p>Strategy's Expected Result/Impact: Increase in MAP Reading RTI in each MAP administration</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: 1) 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 5: The percentage of Algebra 1 students achieving or exceeding their MATH RIT goal will increase from 47% to 53%.





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: NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a student data tracking system for students to foster ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students meeting or exceeding individual growth on EOY MAP MATH RIT</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: NTO will track data progress throughout the BOY, MOY, and EOY MAP Math scores to show improvement.</p> <p>Strategy's Expected Result/Impact: Increase in MAP Math RTI scores in each MAP administration</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: 2) The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Board Goal 3: 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Student daily attendance will increase from 95% to 97%.





High Priority

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Track and analyze attendance data consistently to address individual student attendance. Strategy's Expected Result/Impact: Increase campus attendance percentage through individual students. Staff Responsible for Monitoring: Attendance clerk, Principal, Dean of Students, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance clerk will contact with family/parent when students reach 5 absences, and administration will create a plan for students with 8 absences to increase attendance. Strategy's Expected Result/Impact: Increase student attendance. Staff Responsible for Monitoring: Attendance clerk, Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 3: 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: School Connectedness panorama data will increase from 48% to 55%.





High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: NTO will proactively build relationships and enhance communication with students and families through multiple forms, such as device meetings, open house, SchoolStatus, NTO's website, social media, and parent meetings.</p> <p>Strategy's Expected Result/Impact: An increase of 7% in student connectedness as measured in the Panorama surveys.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Facilitators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of SEL curriculum using 7 Mindsets school wide.</p> <p>Strategy's Expected Result/Impact: Increase in student emotional and academic well being.</p> <p>Staff Responsible for Monitoring: Counselor, Administration, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 3: 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: The percentage of students who meet at least one CCMR accountability indicator will go from 86% to 90%.





High Priority

HB3 Board Goal

Indicators of Success:

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: On Data Suite, TSIA, Dual Credit, Advance Placement, SAT

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor and Administration will disaggregate data to identify students who have not met CCMR accountability.</p> <p>Strategy's Expected Result/Impact: Increase the campus CCMR accountability.</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor will meet with students to create a plan to ensure students are in correct courses or registered for SAT/TSIA assessments.</p> <p>Strategy's Expected Result/Impact: Increase campus CCMR accountability</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 4: NTO will maintain a 100% graduation rate for the class of 2024.

High Priority

Indicators of Success:

4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: Graduation Rate Data, State Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leaders will track and monitor students in order to intervene when students show early signs of attendance, behavioral concerns, and academic concerns.</p> <p>Strategy's Expected Result/Impact: Maintain graduation rate by identifying students that are struggling and assisting with concerns</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Clerk, Counselor, Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide individual support for students who have fallen off track and a creation of a plan will be created that leads to graduation.</p> <p>Strategy's Expected Result/Impact: Maintain graduation rate</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Clerks, Counselor, Administration</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Ector County Independent School District

Odessa Collegiate Academy

2023-2024 Campus Improvement Plan



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 for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: OCA will increase the percent of students end of year Reading RIT score (Growth in MAP scores of met or exceeded individual growth projections) based on end of year MAP testing from 63% to 75%.





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%

Evaluation Data Sources: MAP Beginning, Middle, and End of Year Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Instructional Leadership will review disaggregated MAP data, monitor the progress of all MAP tested students, and provide feedback to students and teachers.</p> <p>Strategy's Expected Result/Impact: Improve Student Achievement, Improve Student MAP growth and scores</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership, Teachers, Students (students track their own data, too)</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment.</p> <p>Strategy's Expected Result/Impact: Increase student MAP achievement and growth</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, and Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				576

Strategy 3 Details	Reviews			
<p>Strategy 3: Increased tutoring (FEV tutoring and after school tutoring with ELA or Reading teacher) will be implemented use MAP data for specific students to create individual plans for growth.</p> <p>Strategy's Expected Result/Impact: Improved individual student growth on MAP assessments</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: OCA will increase the percent of students end of year Math RIT score (Growth in MAP scores of met or exceeded individual growth) based on end of year MAP testing from 63% to 70%.

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 Beginning, Middle, and End of Year Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Instructional Leadership will review disaggregated MAP data, monitor the progress of all MAP tested students, and provide feedback to students and teachers.</p> <p>Strategy's Expected Result/Impact: Improve Student Achievement, Improve Student MAP growth and scores</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership, Teachers, Students (students track their own data, too)</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment.</p> <p>Strategy's Expected Result/Impact: Increase student MAP achievement and growth.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, and Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Increased tutoring (FEV tutoring and after school tutoring with Math teacher) will be implemented use MAP data for specific students to create individual plans for growth.</p> <p>Strategy's Expected Result/Impact: Improved individual student growth on MAP assessments</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: The percentage of English I EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 40% to 45%.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC May 2024 Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAA EOC</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR EOC</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting. Students will also track their own data as they progress through the year.</p> <p>Strategy's Expected Result/Impact: Increase student performance on STAAR EOC</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Leadership, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: The percentage of English II EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 21% to 30%.

High Priority





HB3 Board Goal

Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR EOC</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR EOC</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting. Students will also track their own data as they progress through the year.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR EOC</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Leadership, Instructional Coach</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: The percentage of Algebra I EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 23% to 30%.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC May 2024 Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR EOC</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR EOC</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting. Students will also track their own data as they progress through the year.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR EOC</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Leadership, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 6: The percentage of Biology EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 29% to 35%.

High Priority





HB3 Board Goal

Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR EOC</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR EOC</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting. Students will also track their own data as they progress through the year.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR EOC</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Leadership, Instructional Coach</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 7: The percentage of U.S. History EOC testers achieving Meets will remain at 95% or higher and will improve for Masters from 37% to 45%.

High Priority





HB3 Board Goal

Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR EOC</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Being that U.S. History is taught by various Odessa College Professors, OCA Social Studies teachers will review and re-enforce US History concepts with students during the 2nd Semester during Lunch Advisories and during AVID classes.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR EOC</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership, Social Studies Teachers</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: OCA Leadership will meet with Odessa College U.S. History Professors to ensure important U.S. History concepts, events, dates, significant people, and eras are taught so that students are prepared for the U.S. History STAAR EOC test.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR EOC</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% for the District by May 2024.





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 for the District from 56% to 65% by May 2024.

Performance Objective 1: OCA will increase School Connectedness from 56% (May 2023) to 65% by May 2024.

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%

Strategy 1 Details	Reviews			
<p>Strategy 1: Embed SEL strategies from the 7 Mindsets curriculum within ALL AVID classes, grades 9-12, on Fridays. Strategy's Expected Result/Impact: Improved students' social, emotional, and academic needs Staff Responsible for Monitoring: AVID Teachers - grades 9-12, Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Disaggregate the student data from the Panorama Fall and Spring surveys and pay close attention to comments made by students on the survey. Strategy's Expected Result/Impact: Understanding and addressing the needs and concerns of our students Staff Responsible for Monitoring: Principal, Counselor, all Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a proactive and responsive student support system for students to improve a positive learning environment.</p> <p>Strategy's Expected Result/Impact: All students feel comfortable to reach out to an adult on campus with their concerns and/or needs.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, all Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 2: Under School Connectedness, Student Engagement will increase from 38% to 50% based on Panorama survey's from Fall 2023 and Spring 2024.





High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Embed SEL strategies from the 7 Mindsets curriculum within ALL AVID classes, grades 9-12, on Fridays. Strategy's Expected Result/Impact: Improved students' social, emotional, and academic needs Staff Responsible for Monitoring: AVID Teachers - grades 9-12, Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Disaggregate the student data from the Panorama Fall and Spring surveys and pay close attention to comments made by students on the survey on how they feel engaged in school. Strategy's Expected Result/Impact: Understanding and addressing why or why not students feels engaged in school. Staff Responsible for Monitoring: Principal, Counselor, all Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Work with teachers to ensure all lessons are engaging so that all students contribute in every class.</p> <p>Strategy's Expected Result/Impact: Students feel comfortable participating and engaged in their classroom lessons.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, All Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 for the District from 56% to 65% by May 2024.

Performance Objective 3: OCA will maintain a 100% CCMR rate for 2024.

High Priority





HB3 Board Goal

Indicators of Success:

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: CCMR reports from the district

Strategy 1 Details	Reviews			
<p>Strategy 1: OCA students will earn at least 9 college hours by the end of their 10th grade year.</p> <p>Strategy's Expected Result/Impact: Most 10th graders will earn their CCMR point by the end of Semester 1 by passing their college classes taken since the beginning of their 9th grade year. A few need Semester 2 of their 10th grade year to earn at least 9 college hours.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, OC Liaison</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor and Principal will review reports and student transcripts to ensure students will meet CCMR Accountability criteria.</p> <p>Strategy's Expected Result/Impact: Maintain a 100% rate for CCMR</p> <p>Staff Responsible for Monitoring: Principal, Counselor, OC Liaison</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: To earn CCMR bonus points and to continue students taking college classes, students will pass the TSI Reading/Writing and Math Assessments.</p> <p>Strategy's Expected Result/Impact: All OCA students will be TSI compliant.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, OC Liaison</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 4: The percentage of OCA student attendance will increase from 96.4% to 97.0% by the end of May 2024.





High Priority

Indicators of Success:

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

Evaluation Data Sources: Weekly attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain multi-tiered systems of reports and supports to track and monitor student attendance. Strategy's Expected Result/Impact: Increase Student Attendance Staff Responsible for Monitoring: Attendance Clerk, Principal, Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Track student attendance weekly and for some at-risk students, track it daily. Strategy's Expected Result/Impact: Increase Student Attendance Rate Staff Responsible for Monitoring: Attendance Clerk, Principal, Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will provide layers of documented interventions - Attendance clerk 3 unexcused absences student contract, 5 unexcused absences teacher contract, 7 unexcused absences counselor contract in Eduphoria, 10 unexcused absences a Truancy Prevention Measures contract with the Principal. All contract meetings involve the student and parent.</p> <p>Strategy's Expected Result/Impact: increase attendance rate for students with poor attendance.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Principal, Teachers, Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 5: OCA will maintain a 100% graduation rate for 2024.





High Priority

Indicators of Success:

4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: Campus Data, 4 year longitudinal report

Strategy 1 Details	Reviews			
<p>Strategy 1: OCA Principal and Counselor will monitor and track Senior students to ensure they are earning the correct credits every 9 week grading period and will intervene when Seniors show signs of poor attendance and/or poor grades. Strategy's Expected Result/Impact: All Seniors of the Class of 2024 will graduate in May of 2024. Staff Responsible for Monitoring: Principal, Counselor, OC Liaison, Senior AVID Teacher</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Have multiple Senior parent & student meetings to facilitate family support, supply them resources as needed, and promote an atmosphere of connectedness to ensure they feel supported by the school. Strategy's Expected Result/Impact: All Seniors of the Class of 2024 will graduate in May 2024 and if struggling, feel supported by the school. Staff Responsible for Monitoring: Principal, Counselor, OC Liaison, AVID Senior Teacher</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop individual graduation plans for Seniors who struggle with credits which will allow them to receive support to graduate on time in May of 2024.</p> <p>Strategy's Expected Result/Impact: All Seniors will graduate on time in May of 2024.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, OC Liaison, AVID Senior Teacher</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 6: OCA will increase its students earning an Associate Degree rate from 80% to 85% by May 2024.

High Priority





HB3 Board Goal

Indicators of Success:

Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: Odessa College Graduation lists for Associate Degrees

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet weekly with Odessa College Leadership (standing weekly meeting) to discuss college academic concerns and needs of our students.</p> <p>Strategy's Expected Result/Impact: Address students' college academic concerns in a timely manner</p> <p>Staff Responsible for Monitoring: Principal, Counselor, OC Liaison, Dean of Education and Fine Arts (Dean over OCA), and the OC Vice President of Student Support</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Meet quarterly (every 9 weeks) to review all student college grades.</p> <p>Strategy's Expected Result/Impact: Monitor all students' grades in college classes and intervene early to avoid academic probation or academic suspension from the college.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, OC Liaison, Dean of Education and Fine Arts (Dean over OCA)</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate often with college professors and maintain an alert system that college professors can utilize when they have concerns about OCA students.</p> <p>Strategy's Expected Result/Impact: Address academic concerns in all college classes in a timely manner</p> <p>Staff Responsible for Monitoring: Principal, Counselor, OC Liaison</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 for the District from 56% to 65% by May 2024.

Performance Objective 7: 100% of OCA students will be enrolled in an AVID course.

High Priority





HB3 Board Goal

Indicators of Success:

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: Master schedule to show ALL students are enrolled in OCA AVID, and OCA AVID reports

Strategy 1 Details	Reviews			
<p>Strategy 1: OCA will maintain its School-wide Site of Distinction certification from AVID as it pursues the top accreditation of an AVID Demonstration School.</p> <p>Strategy's Expected Result/Impact: Increase the level of AVID strategies used in the instruction of all classes and in the culture of the school.</p> <p>Staff Responsible for Monitoring: AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Complete FAFSA, scholarship applications, college applications, and research college and careers through OCA AVID classes.</p> <p>Strategy's Expected Result/Impact: Prepare our students to be college and career ready after graduation and transfer to a university of their choosing after graduation.</p> <p>Staff Responsible for Monitoring: AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers, and OC Liaison</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Through all AVID classes, teach organizational skills, efficient individual study skills, efficient small groups study skills, develop small and large goal making skills, and develop social skills needed in a university and/or career environment</p> <p>Strategy's Expected Result/Impact: Give ALL our students the necessary skills they will need as they transfer to an university of their choosing and on to a career of their choosing.</p> <p>Staff Responsible for Monitoring: AVID Teachers, AVID Coordinator, AVID Site Team, Principal, Counselor, Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: As stated in the OCA/OC MOU, maintain appropriate AVID staffing and class size at OCA, so that ALL students have the AVID elective each year while attending OCA.</p> <p>Strategy's Expected Result/Impact: Keep AVID as an integral part of OCA each year as staffing is reviewed annually in the Spring semester. Maintain the AVID culture and instructional skills taught for each grade level at OCA.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, AVID Campus Coordinator, AVID Teachers, AVID Site Team</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Ector County Independent School District
OCTECHS
2023-2024 Campus Improvement Plan

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: The percent of students who Meet the STAAR progress measure will increase from 66% to 70% by May of 2024.





High Priority

HB3 Board Goal

Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Improvement in Tier 1 Instruction.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, (Lead Teachers, Admin, Teacher Coach).</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: 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>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue scheduled meetings to facilitate weekly and recurring data reviews with teachers.</p> <p>Strategy's Expected Result/Impact: Support and build effectiveness with teachers & the turnaround of student data within 24/48 hours.</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				606

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, and create lesson plans to reteach.</p> <p>Strategy's Expected Result/Impact: Closing the learning gap with students who are identified as at risk and build teacher effectiveness.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, (Lead Teachers, Admin, Teacher Coach).</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</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 2: The percentage of Biology testers achieving Exceeds Standard on STAAR EOC will increase in Masters by 5% by the EOY.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: EOY STAAR 2023

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff are engaged in coordinated and pro-active planning to identify students who have significant learning gaps or who lack key foundation skills and provide them with timely interventions throughout the school year.</p> <p>Strategy's Expected Result/Impact: Close significant gaps and increase the passing rate of students retesting.</p> <p>Staff Responsible for Monitoring: Campus wide targeted intervention team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers use a student tracking system to monitor individual student progress and the intensity and schedule of interventions.</p> <p>Strategy's Expected Result/Impact: Close significant learning gaps and increase passing rate of students retesting while increasing student MAP scores.</p> <p>Staff Responsible for Monitoring: Campus Leadership team and classroom teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and school staff keep families informed and involved in the process of providing interventions for struggling learners.</p> <p>Strategy's Expected Result/Impact: Close significant learning gaps, increase the passing rate of students retesting and increase MAP scores.</p> <p>Staff Responsible for Monitoring: Campus Leadership team and classroom teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</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 Algebra 1 testers achieving Exceeds Standard on STAAR EOC will increase in Masters by 5% by the EOY.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leaders reviewed disaggregated data to track and monitor the progress of all students and provide evidence base feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Increase student performance on STAAR and EOC.</p> <p>Staff Responsible for Monitoring: Admin Team and Instructional Coach.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize a planning process individually and in PLCs to analyze data, identify trends in student misconceptions and create plans to reteach.</p> <p>Strategy's Expected Result/Impact: Increase student performance on STAAR and EOC.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach and Admin Team.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress towards measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Increase student performance on STAAR and EOC.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach and Admin Team.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: OCTECHS will increase End of Year RIT score Met or Exceeded individual Growth Projections based upon MAP from 56% to 58% by 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%

Evaluation Data Sources: MAP, BOY, MOY & EOY.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Leadership Team will review disaggregated data to track and monitor the progress of all students and provide feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Improve student achievement. Increase student growth based on MAP data.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach and Admin Team.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use MAP data to meet with students to track individual student growth throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement. Increase student individual growth based on MAP data.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach and Admin Team.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: High dosage tutoring will be implemented using MAP data for specific students to create individual instruction to increase student growth.</p> <p>Strategy's Expected Result/Impact: Improvement in individual student growth for MAP.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach and Admin Team.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 5: The percentage of English I testers achieving Exceeds Standard on STAAR EOC will increase in Masters by 5% by the EOY.





High Priority

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: OCTECHS will continue to actively identify and target interventions and supports for students in English Reading and Writing so they will receive after school tutoring 2 days a week.</p> <p>Strategy's Expected Result/Impact: We will see a 5% increase of students reaching Mastery on the STAAR test.</p> <p>Staff Responsible for Monitoring: Teachers and Leadership Team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy</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 6: The percentage of English II testers achieving Exceeds Standard on STAAR EOC will increase in Masters by 5% by the EOY.





High Priority

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: OCTECHS will continue to actively identify and target interventions and supports for students in English II Reading and Writing so they will receive after school tutoring 1 to 2 days a week.</p> <p>Strategy's Expected Result/Impact: We will see a 5% increase of students reaching Mastery on the STAAR test.</p> <p>Staff Responsible for Monitoring: Teachers and Leadership Team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 7: The percentage of U.S. History testers achieving Exceeds Standard on STAAR EOC will increase in Masters by 5% by the EOY.





High Priority

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: OCTECHS will continue to actively identify and target interventions and supports for U.S. History students so they will have the opportunity to attend after school tutoring 1 to 2 days per week.</p> <p>Strategy's Expected Result/Impact: We will see a 5% increase of students reaching Mastery on the STAAR test.</p> <p>Staff Responsible for Monitoring: Teachers and Leadership Team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

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: OCTECHS students meeting at least one CCMR accountability indicator will continue to be 100%.

High Priority





HB3 Board Goal

Indicators of Success:

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: Yearly CCMR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers & the HS Counselor will pull student data to identify students who have not met CCMR accountability by the end of their Freshmen and/or Sophomore year.</p> <p>Strategy's Expected Result/Impact: To Increase campus CCMR accountability.</p> <p>Staff Responsible for Monitoring: Counselor and HS teachers, Admin Team.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: OCTECHS Counselor and Odessa College Liaison will look at transcripts and courses to ensure students will meet CCMR accountability by HS graduation.</p> <p>Strategy's Expected Result/Impact: Increase campus CCMR accountability and students will prepare for post-secondary education.</p> <p>Staff Responsible for Monitoring: HS counselor and Odessa College Liaison, Campus Admin Team.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Dual Credit Facilitators & the HS Counselor will meet with students to create a plan to increase student success on the TSI. Our goal is to have over 80% of our students passing the TSI by their Junior year of HS.</p> <p>Strategy's Expected Result/Impact: Increase campus CCMR accountability and students will be prepared for post-secondary education.</p> <p>Staff Responsible for Monitoring: Counselor & Admin Team.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: OCTECHS 4 year graduation rate will maintain at 98% or above.

High Priority





HB3 Board Goal

Indicators of Success:

4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leaders track and monitor students to intervene when students show early signs of attendance, behavior and academic concerns.</p> <p>Strategy's Expected Result/Impact: Identify struggling students and intervene early to decrease drop-out and/or student failure rates.</p> <p>Staff Responsible for Monitoring: Classroom teachers, attendance clerks, counselor and Admin Team.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted individual support will be provided for students who have fallen off track and a plan will be created that will lead to successful HS graduation.</p> <p>Strategy's Expected Result/Impact: Maintain and/or Increase student graduation rates.</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Clerk, Counselor & Admin Team.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Improve student and family supports to facilitate monitoring of students and create a sense of connectedness and caring with the school.</p> <p>Strategy's Expected Result/Impact: Increase graduation rate and parent involvement.</p> <p>Staff Responsible for Monitoring: Teachers, counselor & Admin Team.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: The percentage of students enrolling in postsecondary programs after high school graduation or entering the work force will increase from 53% to 60%.





HB3 Board Goal

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: National student clearinghouse postsecondary enrollment
 State accountability and HB3 outcomes bonus
 Texas Workforce Commission (TWC)

Strategy 1 Details	Reviews			
<p>Strategy 1: All OCTECHS Seniors will be enrolled in AVID and they will complete FAFSA, complete at least 3 college applications, complete their college program internship experience (if applicable), complete their associates degree plan, and complete other tasks to prepare them for post-secondary readiness or the world of work.</p> <p>Strategy's Expected Result/Impact: Seniors enrolled in a post-secondary institution, employed in the workforce or military.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Campus Instructional Coach and Teachers.</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: OCTECHS will work with Odessa College to increase student enrollment in the BAAS program.</p> <p>Strategy's Expected Result/Impact: Increase post secondary enrollment.</p> <p>Staff Responsible for Monitoring: HS Counselor, OC Liaison & Admin Team.</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: OCTECHS and OC will increase the number of meaningful internships that will increase employment opportunities and we will invite Military recruiters to present to HS Seniors & Juniors throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase CCMR and employment opportunities.</p> <p>Staff Responsible for Monitoring: OCTECHS counselor, Admin Team and AVID Coordinator.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, 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: 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 4: OCTECHS will increase school connectedness with students from 62% to 65% by the EOY 2024.

High Priority





HB3 Board Goal

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 Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of SEL curriculum using 7 Mindsets School wide. Strategy's Expected Result/Impact: Improve student emotional and academic performance. Staff Responsible for Monitoring: Teachers, Counselor and Admin Team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of a proactive and responsive support system for students social and emotional needs to create a positive learning environment. Strategy's Expected Result/Impact: Improve students connection to school and create positive interactions. Staff Responsible for Monitoring: Teachers, Counselor & Admin Team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Create connections between OCTECHS and families through the presentation of timely information and opportunities for students/Parents/Staff to engage in afterschool activities.</p> <p>Strategy's Expected Result/Impact: Increase student/parent connectedness and family involvement.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors & Admin Team.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: The percentage of student attendance will go from 95% to 95.5% by the EOY.





High Priority

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, 4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: Campus Daily attendance.

Strategy 1 Details	Reviews			
<p>Strategy 1: OCTECHS will continue to actively monitor daily attendance and contact parents & students when an absence is reported. We will continue to document these calls/notifications in Eduphoria for future reference if and when an attendance contract is needed.</p> <p>Strategy's Expected Result/Impact: We will continue to show 98% or better attendance throughout the school year.</p> <p>Staff Responsible for Monitoring: Teachers and Leadership Team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 6: OCTECHS will increase school connectedness with Staff from 49% to 65% by the EOY 2024.





High Priority

HB3 Board Goal

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 results.

Strategy 1 Details	Reviews			
<p>Strategy 1: OCTECHS will continue to inform Staff about upcoming events and activities through the Week at a Glance, Staff meetings twice a month, and campus website.</p> <p>Strategy's Expected Result/Impact: We will increase faculty connectedness from 49% to 65% by the EOY 2024.</p> <p>Staff Responsible for Monitoring: OCTECHS Leadership Team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Ector County Independent School District

Odessa High School

2023-2024 Campus Improvement Plan



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: The percentage of students scoring meets or masters on the Algebra I EOC will increase to 61% as measured by 2024 STAAR.

High Priority

HB3 Board Goal

Indicators of Success:

English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction



No Progress



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: The percentage of students scoring meets or masters on the English I EOC will increase to 61% as measured by 2024 STAAR.

High Priority

Indicators of Success:

English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: The percentage of students scoring meets or exceeds individual growth projections Math will increase to 58% as measured by 2024 MAP.





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 beginning, middle and end of year

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and students will track individual data using data trackers. Before testing students will set growth goals for each MAP session in fall, winter, and spring.</p> <p>Strategy's Expected Result/Impact: Students will understand individual growth. Increase in student growth</p> <p>Staff Responsible for Monitoring: Teachers/MCL/ Administration/ Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: RIT results will focus on grouping students with similar instructional readiness levels. Allowing teachers to focus on specific instructional areas within the subject.</p> <p>Strategy's Expected Result/Impact: Personalized instruction for students. Increase in student growth</p> <p>Staff Responsible for Monitoring: Teachers/MCL/ Administration/ Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: The percentage of students scoring meets or exceeds individual growth projections on Reading will increase to 58% as measured by 2024 MAP.





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 beginning, middle and end of year

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and students will track individual data using data trackers. Before testing students will set growth goals for each MAP session in fall, winter, and spring.</p> <p>Strategy's Expected Result/Impact: Students will understand individual growth. Increase in student growth.</p> <p>Staff Responsible for Monitoring: Teachers/MCL/ Administration/ Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: RIT results will focus on grouping students with similar instructional readiness levels. Allowing teachers to focus on specific instructional areas within the subject.</p> <p>Strategy's Expected Result/Impact: Personalized instruction for students. Increase in student growth</p> <p>Staff Responsible for Monitoring: Teachers/MCL/ Administration/ Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 5: The percentage of students scoring meets or masters on the English II EOC will increase to 75% as measured by 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%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: MCL,Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 6: The percentage of students scoring meets or masters on the Biology EOC will increase to 75% as measured by 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%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: MCL, Principal, Associate and Assistant Principals, Instructional Coaches, Teacher</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 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 7: The percentage of students scoring meets or masters on the US History EOC will increase to 75% as measured by 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%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: MCL, Principal, Associate and Assistant Principals, Instructional Coaches, Teacher</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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.

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: Odessa High School students who meet at least one CCMR accountability indicator will have a projected increase to 27% for fall 2023.

High Priority





HB3 Board Goal

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: CCMR Data
State Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors and administration will pull and disaggregate data to identify students who have not met CCMR accountability.</p> <p>Strategy's Expected Result/Impact: Increase campus CCMR accountability. Students will be prepared for post secondary education.</p> <p>Staff Responsible for Monitoring: Counselors/Administration</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors along with Career and Academic Counselors will look at transcripts and courses to ensure students will meet CCMR Accountability.</p> <p>Strategy's Expected Result/Impact: Increase campus CCMR accountability. Students will be prepared for post secondary education.</p> <p>Staff Responsible for Monitoring: Counselors/Administration</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Senior English and Math teachers will present TSI tutorial information during class period. This will increase awareness and better equip students for TSI success.</p> <p>Strategy's Expected Result/Impact: Increase campus CCMR and Bonus points. Students will be prepared for post secondary education.</p> <p>Staff Responsible for Monitoring: Teachers/ Task Force</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: CCMR Task Force will be strategic on specific campus needs. CCMR Task Force will meet bi-weekly to focus on campus goals and progress.</p> <p>Strategy's Expected Result/Impact: United effort at the campus level to support student needs. Provide students with opportunities that will support post secondary goals.</p> <p>Staff Responsible for Monitoring: CCMR Task Force</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Odessa High School graduation percentage will go from 78.5% to 88% for the class of 2024.

High Priority





Indicators of Success:

4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: Graduation Rate Data

State Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leaders track and monitor students to intervene when students show early signs of attendance, behavior and academic concerns.</p> <p>Strategy's Expected Result/Impact: Identify struggling students and intervene early to increase graduation rate.</p> <p>Staff Responsible for Monitoring: Teachers/Attendance Clerks/Counselors/Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Intensive individualized support will be provided for students who have fallen off track and a plan will be created that leads to graduation.</p> <p>Strategy's Expected Result/Impact: Increase in student graduation rate.</p> <p>Staff Responsible for Monitoring: Teachers/Attendance Clerks/Counselors/Administration</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Improve individual and family support to facilitate monitoring of students and create connectedness to the school.</p> <p>Strategy's Expected Result/Impact: Increase graduation rate and parent involvement.</p> <p>Staff Responsible for Monitoring: Teachers/Attendance Clerks/Counselors/Administration</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: Odessa High School will increase school connectedness to 63% for the 2024 school year.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of SEL curriculum using the 7 Mindsets school wide. Strategy's Expected Result/Impact: Improved student emotional and academic education. Staff Responsible for Monitoring: Teachers/Counselors/Administration.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of a proactive and responsive support system for students social and emotional needs to create a positive learning environment. Strategy's Expected Result/Impact: Improve student connections to school. Create positive interactions. Staff Responsible for Monitoring: Teachers/Counselors/Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 4: The percentage of student daily attendance will go from 86% to 95% .

High Priority

Indicators of Success:

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

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish and implement multi-tiered systems of support to track and monitor student attendance. Strategy's Expected Result/Impact: Increase student attendance. Staff Responsible for Monitoring: Attendance clerks/Teachers/Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration/Attendance clerks will contact family/parent when student reaches 5 absences and create a plan to increase student attendance. Strategy's Expected Result/Impact: Weekly report analysis and parent contact. Increase student attendance. Staff Responsible for Monitoring: Attendance clerks/Teachers/Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: 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: 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 5: Odessa High School will increase the goal of school climate to 63% for the 2024 school year.





High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Devote time and attention to develop and maintain relationships. Regular contact with students to help build social connectedness.</p> <p>Strategy's Expected Result/Impact: Principal/Campus presentations with students</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop authentic relationships with students and family to increase involvement in school.</p> <p>Strategy's Expected Result/Impact: Increase student connectedness to the campus and family involvement.</p> <p>Staff Responsible for Monitoring: Teachers/Counselors/Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
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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			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Administrators, MCL, MTRT, Reading Coach, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Individual student growth in Reading.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, MTRTs, Blended Learning Coordinator, Reading Coach,</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>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.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Assistant Principal, Principal, MCLs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Instructional Coach - Title One School- Improvement</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 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			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Administrator, MCL, MTRT</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Individual student growth in Math.</p> <p>Staff Responsible for Monitoring: Administrators, MCL, MTRT</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: All students in Grades K-2nd will attend STEM classes once a week to improve their Science, Technology, Engineering, and Math foundations.</p> <p>Strategy's Expected Result/Impact: teacher-created assessments, NWEA Math MAP results, teacher observation</p> <p>Staff Responsible for Monitoring: Administrators, MCL, MTRT</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 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			
<p>Strategy 1: PK will have an Opportunity Culture MTRT to provide individualized coaching to Instructional Facilitators on the grade level and lead PLCs.</p> <p>Strategy's Expected Result/Impact: Coaching and quality PLCs will assist in developing strong PK classrooms with more effective instruction.</p> <p>Staff Responsible for Monitoring: MTRT, Instructional Coach, Leadership team, Opportunity Culture coordinators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improvement in classroom management and as a result improved academics</p> <p>Staff Responsible for Monitoring: Instructional Coach, Principal, Assistant Principal, PreKinder MTRT,</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: PK teachers will implement Time/Voice/Body strategies and incorporate Conscious Discipline within their classrooms.</p> <p>Strategy's Expected Result/Impact: Improved classroom management resulting in improved classroom academics</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, MTRT, Instructional Coach,</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</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 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			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: teachers, Administrators, Reading Coach, MTRT, MCL, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Instructional Coach - Title One School- Improvement</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Individual student growth in reading in Kindergarten.</p> <p>Staff Responsible for Monitoring: teachers, Administrators, Reading Coach, MTRT, TRT</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				652

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			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: teachers, Administrators, Reading Coach, MTRT, MCL, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coach - Title One School- Improvement</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Individual student growth in reading in first grade.</p>	Formative			Summative
	Oct	Jan	Mar	May

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

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 No Progress

 Accomplished

 Continue/Modify

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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 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			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: teachers, Administrators, Reading Coach, MTRT, MCL</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coach - Title One School- Improvement</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Individual student growth in reading in Second Grade.</p> <p>Staff Responsible for Monitoring: teachers, Administrators, Reading Coach, MTRT, TRT</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				655

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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improvement in classroom management and as a result improved academics</p> <p>Staff Responsible for Monitoring: Instructional Coach, Principal, Assistant Principal, PreKinder MTRT,</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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			
<p>Strategy 1: Monthly staff team building activities will be implemented to increase staff connectiveness and a sense of belonging.</p> <p>Strategy's Expected Result/Impact: Improved school climate and increase in teacher retention.</p> <p>Staff Responsible for Monitoring: Administrators, committees,</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Formation of various campus committees to develop teamwork and teacher voice in campus decisions.</p> <p>Strategy's Expected Result/Impact: Improved moral and campus culture.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, staff, committees</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</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: An AVID Site Team committee, comprised 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			
<p>Strategy 1: Ensure all new teaching staff are trained in AVID implementation through the ECISD AVID GROW team.</p> <p>Strategy's Expected Result/Impact: Implementation and understanding of AVID strategies</p> <p>Staff Responsible for Monitoring: Administrators, teachers, AVID Site team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will incorporate WICOR strategies within their lessons.</p> <p>Strategy's Expected Result/Impact: Rigorous and equitable instruction</p> <p>Staff Responsible for Monitoring: AVID Site team, teachers, administrators.</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: 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved attendance percentage</p> <p>Staff Responsible for Monitoring: Attendance Committee, Leadership,</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The attendance committee will provide committee-made campus attendance trackers for teachers.</p> <p>Strategy's Expected Result/Impact: Attendance trackers will help make teachers aware of high-absence students.</p> <p>Staff Responsible for Monitoring: attendance committee, leadership,</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Attendance competitions will improve ownership with students, parents, and teachers.</p> <p>Staff Responsible for Monitoring: Administration, teachers, attendance committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
				659
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Ector County Independent School District

Permian High School

2023-2024 Campus Improvement Plan



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: The percentage of students scoring meets or exceeds standard on Algebra I EOC will increase to 61% as measured by 2024 STAAR.





High Priority

Indicators of Success:

English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will improve.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				661

Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</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 2: The percentage of students scoring meets or exceeds standard on English I EOC will increase to 50% as measured by 2024 STAAR.





High Priority

Indicators of Success:

English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.</p> <p>Strategy's Expected Result/Impact: Tier I instruction will improve.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</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 scoring meets or exceeds standard on English II EOC will increase to 50% as measured by 2024 STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will improve.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</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 4: The percentage of students scoring meets or exceeds standard on Biology EOC will increase to 50% as measured by 2024 STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will improve.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction



No Progress



Accomplished



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





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 5: The percentage of students scoring meets or exceeds standard on US History EOC will increase to 60% as measured by 2024 STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will improve.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</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 6: The percentage of students meeting or exceeding the growth target will increase to 75% as measured by 2024 STAAR.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.</p> <p>Strategy's Expected Result/Impact: Tier I instruction will improve.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: High dosage tutoring will be implemented using MAP data to create individual instruction to increase student growth.</p> <p>Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction



No Progress



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 7: The percentage of students meeting or exceeding individual growth projections will increase to 58% as measured by MAP.





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%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.</p> <p>Strategy's Expected Result/Impact: Tier I instruction will improve.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: High dosage tutoring will be implemented using MAP data to create individual instruction to increase student growth.</p> <p>Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</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.

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: Permian High School will increase the percentage of current seniors meeting at least one CCMR accountability indicator by the fall of the senior year to 27% by 2024.





High Priority

Indicators of Success:

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: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: Students not meeting Texas Success Initiative readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses. Campuses will offer TSIA to all Juniors and Seniors and to all Freshmen and Sophomores as needed for College Career Military Readiness.</p> <p>Strategy's Expected Result/Impact: Student achievement on TSIA assessments will increase 5% from the previous year.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Middle school through high school students, parents, counselors, and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid to guide students' decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, and scholarship information.</p> <p>Strategy's Expected Result/Impact: Graduation rates will increase 5% from the previous year.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors, Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Through Naviance implementation, students will plan for their college and career goals, prepare for ACT/SAT exams, and complete their FAFSA.</p> <p>Strategy's Expected Result/Impact: Scores for ACT/SAT exams will increase 5% from the previous year.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Counselors will work with students to identify potential CCMR credit.</p> <p>Strategy's Expected Result/Impact: CCMR indicators will increase 5% from the previous year.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Counselors, College and Career Advisors</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Permian High School will raise the School Connectedness indicator of the Panorama survey from 50% to 63% by May 2024.

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 Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Permian will continue to provide daily SEL curriculum through 7 Mindsets.</p> <p>Strategy's Expected Result/Impact: Students' social and emotional well-being will improve by 5% as measured through Panorama surveys.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Permian High School will proactively build relationships and enhance communication with students and families through multiple platforms, such as SchoolStatus, Permian's website, and social media platforms.</p> <p>Strategy's Expected Result/Impact: There will be an increase of 5% in student connectedness as measured through Panorama surveys.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 3: The four-year campus graduation rate will increase to 90% for the Class of 2024.

High Priority

Indicators of Success:

4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: Permian High School's average daily attendance will increase to 90%.</p> <p>Strategy's Expected Result/Impact: As daily attendance increases, more students will be on track to graduate.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Teachers, Social Workers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus leaders will proactively track and monitor students to intervene when students show early signs of attendance, behavior, and academic concerns. Intensive individualized support will be provided for students who have fallen off track and a plan will be created that leads to graduation.</p> <p>Strategy's Expected Result/Impact: Identifying struggling students and providing early intervention will lead to an increase in graduation rates.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Counselors, Teachers, Social Workers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Ector County Independent School District
Reagan Academic Magnet
2023-2024 Campus Improvement Plan



Board Goals

Board Goal 1: Goal 1: 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: Reagan will improve STAAR growth from 97% to 98% for all subjects and tested grades.

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%, 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%, 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: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Every grade level will identify and track data on tests taken</p> <p>Strategy's Expected Result/Impact: Student growth will improve in all areas and STAAR growth in third through fifth is the main target.</p> <p>Staff Responsible for Monitoring: all staff and building administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Backward planning will be used to ensure high rigor is taught in each level and subject. Strategy's Expected Result/Impact: Student mastery scores will increase on all tests. Staff Responsible for Monitoring: Administration, teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Reading buddies will be implemented in all grade levels. Strategy's Expected Result/Impact: Students reading levels will increase. Staff Responsible for Monitoring: Administration and teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Board Goal 1: Goal 1: 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: Kinder and 1st grade MAP scores in Reading and Math will be tracked to decrease students scoring below 40% from 3% to 2%.

High Priority





HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, 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: MAP RIT scores

Strategy 1 Details	Reviews			
<p>Strategy 1: All students scored below 40% on MAP Reading will have additional tutoring times of 60 minutes per week with 30 minutes per session using LLI kits.</p> <p>Strategy's Expected Result/Impact: MAP scores will increase in Reading.</p> <p>Staff Responsible for Monitoring: Administration, IC and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Do the Math kits will be used to ensure hands on learning.</p> <p>Strategy's Expected Result/Impact: Math skills will increase.</p> <p>Staff Responsible for Monitoring: Administration, IC and teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Number Talks will be used in Kinder through Fifth grade.</p> <p>Strategy's Expected Result/Impact: Math skills will increase which will show on MAP and STAAR</p> <p>Staff Responsible for Monitoring: Administration, IC and teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Board Goal 1: Goal 1: 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: Reagan will improve student Mastery on the STAAR test on Reading from 62% to 63% and on Math from 48% to 49%.

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%, 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%, 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: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Extra tutoring for students scoring lower than 50% on MAP RIT score. Strategy's Expected Result/Impact: Closing gaps in foundational knowledge Staff Responsible for Monitoring: Teachers, Instructional Coach, ILT</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Extra tutoring for any student not meeting expectations or only meeting minimum expectations in STAAR 2023. Strategy's Expected Result/Impact: Students will improve their academic performance. Staff Responsible for Monitoring: Teachers, Instructional Coach, Administration</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: To increase student mastery, administration is conducting targeted walkthroughs of foundational grades PK-2 with clear and concise 2-way feedback for teachers.</p> <p>Strategy's Expected Result/Impact: Building teacher capacity will lead to higher classroom performances, academically and socially.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Administration, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: 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>	Formative			Summative
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Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.





Performance Objective 1: Reagan will use observation feedback in classrooms to track and improve rigor in classroom to increase MAP growth from 67% at the end of the year to 68%.

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%, 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: Academic Monitor sheets, Exit tickets, classroom observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan will begin Reading Buddies to increase students reading levels. Strategy's Expected Result/Impact: Reading levels will come up in all grade levels. Staff Responsible for Monitoring: teachers, administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly MasterClub celebrations for students scoring mastery on SCA's. Strategy's Expected Result/Impact: Student mastery level will increase on SCA's Staff Responsible for Monitoring: Administration, teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Academic Monitoring Form created by CIT</p> <p>Strategy's Expected Result/Impact: Students and teachers will be more aware of the academic rigor and understanding in the classroom.</p> <p>Staff Responsible for Monitoring: Administration, teachers</p> <p>TEA Priorities: 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>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
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Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: Reagan is focused on Master Level on MAP and STAAR in 3rd grade Math from 45% to 46%, in 4th grade Math from 47% to 48% and 5th grade Math from 61% to 62%.

High Priority

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%, 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: MAP grow parties MOY and EOY

SCA data tracking and monthly MasterCard parties

Benchmark data

Strategy 1 Details	Reviews			
<p>Strategy 1: SCA data tracking for all students.</p> <p>Strategy's Expected Result/Impact: Students will take more initiative to show growth on SCA's</p> <p>Staff Responsible for Monitoring: Administration, IC, teachers and students</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: 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>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will breakdown and analyze test determining why they got questions incorrect.</p> <p>Strategy's Expected Result/Impact: Students will correct and relearn strategies to increase scores on MAP and STAAR</p> <p>Staff Responsible for Monitoring: Administration, IC and Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: 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>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Mastercard Celebrations students earn a mastercard every time they receive mastery on an SCA.</p> <p>Strategy's Expected Result/Impact: Students take pride in their work and strive for Mastery. Celebrations are done monthly with student names announced weekly during announcements.</p> <p>Staff Responsible for Monitoring: Administration, IC and teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: 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>	Formative			Summative
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Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: Reagan will focus on increasing Masters level of STAAR Reading in 3rd grade from 62% to 63%, in 4th grade from 69% to 70% and in 5th grade from 71% to 72%.

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%, 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: SCA, MAP, Benchmarks, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Reading Buddies upper grades paired with lower grades. Strategy's Expected Result/Impact: Improve reading skills. Staff Responsible for Monitoring: Teachers, IC, and Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: 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>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Mastercard Celebrations Strategy's Expected Result/Impact: Students will work to show Master on SCA scores which will also improve STAAR scores. Staff Responsible for Monitoring: Teachers, IC and Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: 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 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Students scoring below 40% will have additional tutoring with IC or Special Area teacher</p> <p>Strategy's Expected Result/Impact: Scores will show improvement when working with small groups.</p> <p>Staff Responsible for Monitoring: IC, special area teacher and administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Reagan students will increase Mastery level on MAP and STAAR scores 2%.





High Priority

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%, 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: MAP and STAAR data, classroom walkthroughs, individual data binders

Strategy 1 Details	Reviews			
<p>Strategy 1: Bilingual students will follow the Dual Language model. Strategy's Expected Result/Impact: Reading and Math skills will increase in each language. Staff Responsible for Monitoring: Administration, IC and teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: 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>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Summit will be used in Bilingual classrooms to increase speaking and reading skills on STAAR and TELPAS. Strategy's Expected Result/Impact: Increase scores on STAAR and TELPAS Staff Responsible for Monitoring: Administration and Bilingual teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: 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>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Accelerated Reading will be used to improve reading comprehension.</p> <p>Strategy's Expected Result/Impact: Scores on MAP and STAAR will increase due to improving reading levels and testing.</p> <p>Staff Responsible for Monitoring: Administration, Media Specialist, teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: 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>	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: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 2: Reagan will increase our AVID certified teachers from 40% campus wide to 52% campus wide.

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%, 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%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%, 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: AVID binders, spot checks by teachers and administrators

Strategy 1 Details	Reviews			
<p>Strategy 1: 4th & 5th students will start an Ebinder for AVID strategies and showcase of work. Strategy's Expected Result/Impact: Students will increase organizational skills and take pride in their work. Staff Responsible for Monitoring: teacher and administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Planners will be used to ensure parent and student communication on homework and skills learned. Strategy's Expected Result/Impact: Students will be more responsible for their own learning and take pride in their work. Staff Responsible for Monitoring: Teachers, students and parents</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Two and three column notes will be taught and used in third through fifth grade.</p> <p>Strategy's Expected Result/Impact: Students study skills will improve and daily work will show more mastery.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: 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>	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: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Reagan data from Panorama Survey will be used to guide needs of campus. Our focus will be on Social Awareness to raise our score from 79% to 80%.





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 data, input from CIT on how to address needs

Strategy 1 Details	Reviews			
<p>Strategy 1: Coffee with Principals monthly during the day, then Tea with Principals monthly during the evening. Strategy's Expected Result/Impact: Parents will have more connectiveness with Principals and administration with times accessible to stay at home and working parents. Staff Responsible for Monitoring: Administration, IC and counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All Star of the Month Luncheon. Strategy's Expected Result/Impact: Students will build character by practicing monthly character traits. Staff Responsible for Monitoring: Administration, counselor and teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Seven Mindsets will be used in all classrooms.</p> <p>Strategy's Expected Result/Impact: Students will have improved Social and Emotional Learning and increase their ability to describe their feelings.</p> <p>Staff Responsible for Monitoring: Administration, counselor and teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: 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>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Seven Mindsets will be included in morning routine in every classroom.</p> <p>Strategy's Expected Result/Impact: Students will feel more connected to the school community and it will improve scores.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Monthly counselor visits to classrooms.</p> <p>Strategy's Expected Result/Impact: Students will be more comfortable with their emotions.</p> <p>Staff Responsible for Monitoring: Counselor and Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Character traits reviewed during announcements daily.</p> <p>Strategy's Expected Result/Impact: Students will understand and work to show character traits daily.</p> <p>Staff Responsible for Monitoring: Teacher, Counselor, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Ector County Independent School District
Ross Elementary
2023-2024 Campus Improvement Plan



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: The percentage of students in K-5 achieving or exceeding their Math RIT growth goals will increase from 63% to 68% by May 2024.





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: MAPS BOY, MOY, and EOY scores

- Walk-Throughs and Feedback
- PLCs (Planning and Data-Driven Instruction)
- Practice Clinics
- On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
<p>Strategy 1: In accordance with district initiatives, scope and sequence, and ECISD-approved curriculum, our MCLs, and their team teachers will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement.</p> <p>Strategy's Expected Result/Impact: Students will be allowed to participate in a variety of learning experiences that allow for high accountability and engagement.</p> <p>Staff Responsible for Monitoring: Teachers (classroom and special area) Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: All K-5 Ross teachers will implement the instructional frameworks for ELAR and Math using the district-approved curriculum resources that meet the learning needs of all students while ensuring all students have equitable access to rigorous resources aligned to the TEKS. Math and Reading planning will be supported by MCLs and there will be weekly Practice Clinics.</p> <p>Strategy's Expected Result/Impact: K-5 students will be reading on grade level or above by the end of their grade as well as meet on grade level or above math MAP targets.</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal MCLs</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: The percentage of students in K-5 achieving or exceeding their Reading RIT growth goals will increase from 59% to 64% by May 2024.

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: MAPS BOY, MOY, and EOY scores

- Walk-Throughs and Feedback
- Tutoring Outcomes (data)
- PLCs (Planning and Data-Driven Instructions)
- Practice Clinics
- On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan engaging lessons following Relay practices by focusing on the standards using TEKS Resource System and Lead4ward resources.</p> <p>Strategy's Expected Result/Impact: Lesson Plans are engaging MAPS scores will improve</p> <p>Staff Responsible for Monitoring: MCLs (Multi-Classroom Leaders) Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will monitor student progress on istation.</p> <p>Strategy's Expected Result/Impact: Targeted Reading intervention and Reading fluency will improve.</p> <p>Staff Responsible for Monitoring: Administrators MCLs Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				703

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: By May 2024, 44% of students will perform at the MEETS level in 3rd-5th Math STAAR.

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%, 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: Walk-Throughs and Feedback

Tutoring Outcomes (data)

PLCs (Planning and Data-Driven Instructions)

Practice Clinics

On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
<p>Strategy 1: The 3rd - 4th MCLs will support teachers in successful classroom practices incorporating analyzing word problems.</p> <p>Strategy's Expected Result/Impact: The Opportunity Culture MCL will support the classroom teacher in improving classroom practices which will lead to student improvement.</p> <p>Staff Responsible for Monitoring: Administration MCLs</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs.</p> <p>Strategy's Expected Result/Impact: Reading intervention will be effective and student Reading scores will improve.</p> <p>Staff Responsible for Monitoring: Administration MCLs</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: By May 2024, 44% of students will perform at the MEETS level in 3rd-5th Reading STAAR.





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%

Evaluation Data Sources: Walk-Throughs and Feedback

- Tutoring Outcomes (data)
- PLCs (Planning and Data-Driven Instructions)
- Practice Clinics
- On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Ross will use Opportunity Culture to provide teachers personalized professional learning in all grade levels. This will occur in the form of coaching, co-teaching, co-planning, and real-time feedback given by the Multi-Classroom Leaders (MCLs).</p> <p>Strategy's Expected Result/Impact: Academic Growth in Domains 2 and 3 on STAAR. MAPS data will improve</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Practice Clinics will be embedded in the Master schedule to allow for time to practice and improve teacher skills.</p> <p>Strategy's Expected Result/Impact: Teachers will be more confident and student engagement will improve.</p> <p>Staff Responsible for Monitoring: Administration MCLs</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Tutoring will be provided before, during, and after school.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement toward growth goals and filling individual student gaps.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 1: The percentage of Kindergarten-2nd grade students reading on grade level according to Levels 5, 4, and 3 on istation will increase from 50% to 60%.





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%, 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: istation data

- BOY, MOY, EOY MAP data
- Walk-Throughs and Feedback
- Tutoring Outcomes (data)
- PLCs (Planning and Data-Driven Instructions)
- Practice Clinics
- On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction as well as planning quality intervention personalized to student's specific needs.</p> <p>Strategy's Expected Result/Impact: The percentage of kindergarten students reading at or above grade level will improve.</p> <p>Staff Responsible for Monitoring: MCLs Teachers Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten teachers will take weekly running records during Guided Reading small group to guide fluency practice for students.</p> <p>Strategy's Expected Result/Impact: The percentage of Kindergarten students reading at or above grade level will improve.</p> <p>Staff Responsible for Monitoring: MCLs Teachers Administrators</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: 64% of K-2nd grade students will show growth on their Reading MAPS Assessment.

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: BOY, MOY, EOY MAP data

Lesson plans





Walk-Throughs and Feedback

Tutoring Outcomes (data)

PLCs (Planning and Data-Driven Instructions)

Practice Clinics

On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction as well as planning quality intervention personalized to student's specific needs.</p> <p>Strategy's Expected Result/Impact: The percentage of First grade students reading at or above grade level will improve.</p> <p>Staff Responsible for Monitoring: MCLs Teachers Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: First grade teachers will take weekly running records during Guided Reading small group to guide fluency practice for students.</p> <p>Strategy's Expected Result/Impact: The percentage of First grade students reading at or above grade level will improve.</p> <p>Staff Responsible for Monitoring: MCLs Teachers Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: 60% of 3rd-grade students will show growth on their Reading MAP Assessment.

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: BOY, MOY, EOY MAP data

- Lesson plans
- Walk-Throughs and Feedback
- Tutoring Outcomes (data)
- PLCs (Planning and Data-Driven Instructions)
- Practice Clinics
- On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction as well as planning quality intervention personalized to student's specific needs.</p> <p>Strategy's Expected Result/Impact: The percentage of Second grade students reading at or above grade level will improve.</p> <p>Staff Responsible for Monitoring: MCLs Teachers Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Second grade teachers will take weekly running records during Guided Reading small group to guide fluency practice for students.</p> <p>Strategy's Expected Result/Impact: The percentage of Second grade students reading at or above grade level will improve.</p> <p>Staff Responsible for Monitoring: MCLs Teachers Administrators</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 4: 40% of 3rd-grade students will perform at the Meets level on their Reading STAAR Assessment.





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: istation data

- Short-Cycle Assessment data
- BOY, MOY, EOY MAP data
- Walk-Throughs and Feedback
- Tutoring Outcomes (data)
- PLCs (Planning and Data-Driven Instructions)
- Practice Clinics
- On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
Strategy 1: Teachers will track 3rd grade student scores by comparing them to their 2nd grade scores as a baseline to ensure students are making progress. Strategy's Expected Result/Impact: Teachers will be able to determine which students need intervention. Staff Responsible for Monitoring: MCLs Teachers Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Tutoring will be provided before, during, and after school. Strategy's Expected Result/Impact: The percentage of Third grade students reading at or above grade level will improve. Staff Responsible for Monitoring: MCLs Teachers Administrators	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  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: 100% of 3rd-5th grade students will utilize AVID planners to improve college, career, and military readiness.

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: Student Writing Folders
Lesson Plans
Student Planners

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in 3rd, 4th, and 5th will utilize binders to help them with their organizational skills. Strategy's Expected Result/Impact: Students will be more successful with organization when working independently. Staff Responsible for Monitoring: Teachers Administration</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will identify in their lesson plans which AVID W.I.C.O.R skill is being targeted in each student activity. Strategy's Expected Result/Impact: Teachers will plan for all parts of W.I.C.O.R. Staff Responsible for Monitoring: Teachers MCLs Administrators</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: Ross will utilize SEL-focused strategies to increase school connectedness on Panorama Data from 67% to 75%.





Indicators of Success:

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

Panorama Data

7 Mindsets data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will give daily S.E.L lessons using the 7 mindsets. Strategy's Expected Result/Impact: Students will feel encouraged to take academic risks in the classroom. Staff Responsible for Monitoring: Teachers Counselor Administration</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. Strategy's Expected Result/Impact: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. Staff Responsible for Monitoring: Counselor Teachers Administrations</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</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: Ross will improve student daily attendance from 92.4% to 95%.

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: Ross Facebook, Website, and Twitter

SchoolStatus

Volunteer Program (VOLY)

Teacher/Parent Conferences

Monthly Newsletters

Community Partnerships

Strategy 1 Details	Reviews			
<p>Strategy 1: Ross will hold student and campus celebrations when the 95% attendance goal is reached.</p> <p>Strategy's Expected Result/Impact: Students and parents will be encouraged and motivated to be at school.</p> <p>Staff Responsible for Monitoring: PTA Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Student and campus attendance celebrations will be shared via social media.</p> <p>Strategy's Expected Result/Impact: Parents will be supportive of improving student attendance.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
				714
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

Ector County Independent School District
Sam Houston Elementary
2023-2024 Campus Improvement Plan



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 2024, the percentage of students in K-5 achieving or exceeding their Math RIT goal will increase from 56 to 65%.





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: NWEA MAP Beginning, Middle and End of Year Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Use the Data Driven Instructional process to analyze MAP Math data and ensure use of My Math Academy and I-Ready with fidelity.</p> <p>Strategy's Expected Result/Impact: Increased student growth on MAP Math RIT scores.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement virtual tutors with Air Tutors for 3rd, 4th and 5th grade students.</p> <p>Strategy's Expected Result/Impact: Increased student growth on MAP Math RIT scores.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				716

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement students leadership portfolios and student-led parent data meetings.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement in academics and increased student performance in academic areas.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Sam Houston Trainer of Trainers will properly train new teachers on the effective roll out and use of the district Math framework and best practices.</p> <p>Strategy's Expected Result/Impact: Increase high quality instruction in all classrooms.</p> <p>Staff Responsible for Monitoring: Administrators and MCLs</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% 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 2024, the percentage of students in K-5 achieving or exceeding their Reading RIT goal will increase from 46% to 55%.





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: NWEA MAP Beginning, Middle and End of Year Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Sam Houston teachers and day tutor will provide LLI for Reading intervention to struggling students in k-5. Strategy's Expected Result/Impact: Increased MAP Reading RIT scores Staff Responsible for Monitoring: Administrators, MCLs, Day tutor</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Part time tutor - Title One School-wide - \$16,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in the use of Istation as a supplement between 60 - 90 minutes weekly. Strategy's Expected Result/Impact: Increased MAP Reading RIT scores, Increased STAAR Reading scores Staff Responsible for Monitoring: Administrators, MCLs, Teachers</p> <p>Title I: 2.4, 2.5 - 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</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Family Math and Reading Nights will be implemented to support parent knowledge in current MAP and STAAR performance expectations and how they can support at home.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement in academic areas and increase student performance in math and reading MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Make and take materials - Title One School-wide - \$1,400</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Growth in Istation Reading, MAP and STAAR</p> <p>Staff Responsible for Monitoring: MCLs, Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</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: By May 2024, 45% of students, 3rd-5th, will reach STAAR Meets/Masters in Math.





High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: STAAR data, Interim data, SCA, CBA, ISTATON and MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the DDI process in PLCs to ensure understanding of TEKS and quality student work that must be evident in student work. Create Know Shows and Exemplars to ensure quality lesson planning and instructional delivery.</p> <p>Strategy's Expected Result/Impact: Increased student performance and high quality instruction.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Trainer of Trainers will ensure new teachers are trained and effectively using the ECISD Math framework and best practices.</p> <p>Strategy's Expected Result/Impact: Increase high quality instruction for students and student growth on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 4: Sam Houston will provide a safe and supportive school environment.

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%, 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: Implementation of CHAMPS, Staff, student and parent surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will complete required Safe School's training, Trauma, SEL, Bullying Awareness, CHAMPS and Sexual Harassment training.</p> <p>Strategy's Expected Result/Impact: Safe and supportive environment</p> <p>Staff Responsible for Monitoring: Administrators, Counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be trained on CHAMPS and will utilize training in classrooms and throughout the building.</p> <p>Strategy's Expected Result/Impact: Solid classroom management systems, safe and support environment</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, CHAMPS site team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators will create a model school-wide Relay playbook for effective routines and procedures.</p> <p>Strategy's Expected Result/Impact: Safe and Supportive Learning environment where student needs are kept at the forefront.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 5: By May 2024, 45% of students, 3rd-5th, will reach STAAR Meets/Masters in Reading.

High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: STAAR data, Interim data, SCA, CBA, ISTATON and MAP

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: 55 % of K-2 students will show growth on their Reading MAP Assessment by May 2024.

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%, 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: IStation, MAP, Fluency checks, Running Records, Walk throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Effective lesson plans, instructional delivery and data analysis Staff Responsible for Monitoring: Administrators, MCLs and Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in the use of Istation as a supplement between 60 - 90 minutes weekly.</p> <p>Strategy's Expected Result/Impact: Increased student growth in reading. Staff Responsible for Monitoring: Administrators and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments



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 2: 60% of K - 2 students will read at or above grade level by May 2024.





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%, 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%

Evaluation Data Sources: ISTATION, MAP, Fluency checks, Running Records, Walk throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Effective lesson plans, instructional delivery and data analysis Staff Responsible for Monitoring: Administrators, MCLs and Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in the use of Istation as a supplement between 60 - 90 minutes weekly.</p> <p>Strategy's Expected Result/Impact: Increased student growth in reading. Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
				727

Strategy 3 Details	Reviews			
<p>Strategy 3: Part Time Day Tutor will provide reading intervention to 2nd grade students. Classroom teachers will continue use of LLI.</p> <p>Strategy's Expected Result/Impact: Growth on MAP Reading RIT, increase in students reading on grade level</p> <p>Staff Responsible for Monitoring: MCLs, Administrators, Teachers, Tutor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Part Time Tutor - Title One School-wide - \$11,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: Sam Houston will provide strategic staffing and compensation systems during 2023-2024.

Indicators of Success:


Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%


Evaluation Data Sources: Opportunity Culture


Teacher Incentive Allotment designations


Staffing/Payroll Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Sam Houston will have Multi-Classroom Leaders that support classroom teachers and the PLC processes on campus.</p> <p>Strategy's Expected Result/Impact: Increased professional learning for teachers on MCL teams and increased student performance</p> <p>Staff Responsible for Monitoring: Administrators and MCLs</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Funding Sources: stipend allotments for MCLs, RAs and TRs - Local - \$84,000</p>	Formative			Summative
	Oct	Jan	Mar	May

 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: 55% of 3rd grade students will show growth on their Reading MAP Assessment in May 2024.

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: MAP MOY and MAP EOY, Istation, SCAs, Interims

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs</p> <p>Strategy's Expected Result/Impact: Increase in teacher knowledge of TEKS and DDI process</p> <p>Staff Responsible for Monitoring: K-3 teachers, MCLS and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: K-3 classroom teachers will target at risk populations using LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy's Expected Result/Impact: MAP Reading Growth, Istation Growth and increase in students reading on level
Staff Responsible for Monitoring: Teachers, Tutor, Administrators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction



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 5: 40% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

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: MAP MOY and EOY, Istation, SCAs, Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs</p> <p>Strategy's Expected Result/Impact: Increase in Meets percentage on STAAR for 3rd grade</p> <p>Staff Responsible for Monitoring: MCLs, Administrators, Teachers</p> <p>Title I: 2.4, 2.6, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: 100% of classroom teachers in grades 3rd-5th grade will implement at least one AVID strategy per week during the 2023-24 school year.

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: AVID Binders, Leader In Me student portfolios, student planners

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder, leadership portfolio and planner.</p> <p>Strategy's Expected Result/Impact: Student organization will improve and parents will be knowledgeable of daily learning and goals.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</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: Teachers will focus on intervention and tutoring services for Title One identified OSP (Homeless, Foster and Military students) to ensure that a minimum of 80% meet their MAP growth goals by May 2024.

High Priority

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%, 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: End of Year MAP, Istation and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Identified students will participate in after school tutoring, day tutoring, online tutoring and/or intervention groups within their classroom.</p> <p>Strategy's Expected Result/Impact: increased student growth on MAP and STAAR</p> <p>Staff Responsible for Monitoring: Administrators, Counselors and Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: part time day tutor - Title One School-wide - \$16,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will implement a Campus-wide Career week.</p> <p>Strategy's Expected Result/Impact: Student increased awareness in college and careers.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor</p>	Formative			Summative
	Oct	Jan	Mar	May

Title I:

2.5


- TEA Priorities:


Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

 No Progress

 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: By Spring 2024, Sam Houston will increase students connectedness to school as measured by the Panorama Survey from 65% to 75%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Sam Houston will implement daily Leader In Me lessons and weekly 7 Mindsets lessons in all grade levels to promote a safe and positive culture.</p> <p>Strategy's Expected Result/Impact: Increased student connectedness</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Sam Houston will implement student-led parent conferences to review Wildly Important Goals and progress 2 times per year.</p> <p>Strategy's Expected Result/Impact: parent engagement and increased student performance</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</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 4: Sam Houston student attendance will increase from 91.7% in 2022-23 to 93% in 2023-24.

High Priority

Indicators of Success:

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

Evaluation Data Sources: End of year attendance reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly celebrations will be provided to classrooms with the highest percentages and will include parents. Strategy's Expected Result/Impact: Increase in campus attendance rate and student growth Staff Responsible for Monitoring: Counselors, Administrators, Clerk</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: snacks - Local - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will receive an attendance shirt each 9 weeks that they have perfect attendance. Strategy's Expected Result/Impact: Increase in campus attendance rate and student growth Staff Responsible for Monitoring: Administrators, Clerk</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: shirts - Local - \$500</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>				

Ector County Independent School District
San Jacinto Elementary
2023-2024 Campus Improvement Plan

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: Students in grades 3-5 will increase the meets standard on STAAR Math from 52% to 60% across all tested content areas by the end of May 2024.

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%, 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: I-Ready Diagnostic Tests, SCAs, Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be immersed in strong Tier 1 instruction as well as quality intervention personalized to their specific needs.</p> <p>Strategy's Expected Result/Impact: There will be an increase in students who are confident and competent in their acquisition of knowledge and more likely to set academic goals and gain the skills necessary to reach said goals.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Think Up Resource- Math and ELAR - Title One School-wide - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 grade classrooms will use LoneStar Math as a daily TEKS based spiral review.</p> <p>Strategy's Expected Result/Impact: Students will practice, mastery, and gain a deeper, more fluid understanding of various mathematical skills</p> <p>Staff Responsible for Monitoring: Teachers, students, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will help students close academic gaps for specific math concepts by utilizing Sirius math resources during intervention.</p> <p>Strategy's Expected Result/Impact: Students will increase their mathematical processing and skill based application within targeted math concepts</p> <p>Staff Responsible for Monitoring: Teachers, students, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize and track student outcomes using math and reading I-Ready diagnostic testing, mini-lessons, guided practice, and independent/assessments.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to rigorous, TEKS aligned resources within Tier 1</p>	Formative			Summative
	Oct	Jan	Mar	May

instruction.

Staff Responsible for Monitoring: MCLs, Teachers, Administrators, Instructional aides, SPED teachers

Title I:

2.4, 2.5, 2.6


- **TEA Priorities:**


Build a foundation of reading and math


- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

 No Progress

 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: Campus MAP math fall to spring projected growth will increase from 58% to 65%





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%

Evaluation Data Sources: MAP growth reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide first grade teachers will more extensive planning support and effective modeling that will enhance math instruction.</p> <p>Strategy's Expected Result/Impact: The teachers will have a deeper understanding of the TEKS therefore student growth on first grade MAP math will increase from 58% to 63%</p> <p>Staff Responsible for Monitoring: Teachers, students, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide third grade teachers with more extensive planning support and effective modeling that will enhance math instruction.</p> <p>Strategy's Expected Result/Impact: The teachers will have a deeper understanding of the TEKS therefore student growth on third grade MAP math will increase from 28% to 55%</p> <p>Staff Responsible for Monitoring: Teachers, students, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
				742

Strategy 3 Details	Reviews			
<p>Strategy 3: K-5 grade classrooms will use LoneStar Math as a daily TEKS based spiral review.</p> <p>Strategy's Expected Result/Impact: Students will practice, mastery, and gain a deeper, more fluid understanding of various mathematical skills.</p> <p>Staff Responsible for Monitoring: Teachers, students, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</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: Campus MAP reading fall to spring projected growth will increase from 65% to 70%





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%

Evaluation Data Sources: MAP growth reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus staff will track and monitor monthly Istation student data and progress monitoring with an Istation data wall and virtual data binders.</p> <p>Strategy's Expected Result/Impact: Teachers will increase their knowledge of students' present levels of readiness in reading comprehension, vocabulary, phonics, and fluency.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will continue its consistent implementation of Saxon Phonics and HMH to support targeted reading lessons K-5.</p> <p>Strategy's Expected Result/Impact: The students will apply reading strategies and analyze various texts to make connections and synthesize relevant ideas.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will continue to purchase AR and encourage students to read and take quizzes.</p> <p>Strategy's Expected Result/Impact: 60% of all students will meet their AR points goal and quiz average of 85% and above.</p> <p>Staff Responsible for Monitoring: Teachers, Media Specialist, Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Accelerated Reader - Title One School-wide - \$7,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: Students in grades 3-5 will increase the meets standard on STAAR RLA from 52% to 58% across all tested content areas by the end of May 2024.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: I-Ready Diagnostic Tests, SCAs, Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: A continuous spiral review during RtI will be implemented to support more practice of STAAR redesign question types and constructed responses on STAAR Reading.</p> <p>Strategy's Expected Result/Impact: 50% of 3rd graders, 55% of 4th graders, and 60% of 5th graders will meet standard on RLA STAAR (2023 STAAR RLA Meets: 3rd- 47%, 4th- 53%, 5th- 56%)</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Lone Star Learning Target RLA - Title One School-wide - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize and track student outcomes using math and reading I-Ready diagnostic testing, mini-lessons, guided practice, and independent/assessments.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to rigorous, TEKS aligned resources within Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: MCLs, Teachers, Administrators, Instructional aides, SPED teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and administrators will track level 3-5 students for Istation Rate of Improvement and provide support and intervention for students who are declining in growth, which means they are not on track to attain a year's growth.</p> <p>Strategy's Expected Result/Impact: Level 3-5 students will increase to moderate growth K-5.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, instructional aides</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- 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;"> <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 1: The percentage of 3rd grade students achieving the meets standard on RLA STAAR will increase from 47% to 51% by May 2024.





High Priority

HB3 Board Goal

Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus' K-2 reading MCL will provide continuous campus embedded support for K-2 teachers with the implementation and sustainability of Saxon Phonics and HMH vocabulary, reading comprehension, and writing in order to support the demands of 3rd grade knowledge and skills.</p> <p>Strategy's Expected Result/Impact: As 2nd grade students enter into 3rd grade, they will be more fluent readers and prepared to enhance reading comprehension and writing skills.</p> <p>Staff Responsible for Monitoring: MCLs, Teachers, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: All 3rd grade teachers will receive campus embedded support and training from the lead technology teacher, MCL, and administrators who will ensure online programs, such as Istation & Iready will be implemented with fidelity to provide rigorous, TEKS aligned reading and writing spiral review.</p> <p>Strategy's Expected Result/Impact: All 3rd grade students will have a smooth transition from 2nd grade and will independently master using all virtual platforms and tools, typing practice, and acquire skills that will enhance their success on STAAR RLA including the short constructed response and extended constructed response.</p> <p>Staff Responsible for Monitoring: Technology Support, Administrators. Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Technology Lead Teacher (Stipend) - Title One School-wide - \$3,500, Lone Star Target RLA - Title One School-wide - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will continue to purchase AR and encourage students to read, check for understanding with peers, and take quizzes individually.</p> <p>Strategy's Expected Result/Impact: 60% of all students will meet their AR points goal and quiz average of 85% and above.</p> <p>Staff Responsible for Monitoring: Teachers, Media Specialist, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Accelerated Reader - Title One School-wide - \$7,000</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 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: Students in grades 1st-3rd grade will increase the MAP reading fall to spring projected growth met from 55% to 61% by 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%

Evaluation Data Sources: 1st grade- 49%, 2nd grade- 42%, 3rd grade- 75%

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff members and students will increase progress monitoring of individual student data trackers and student-teacher conferencing in grades 1st-3rd using data from Istation and MAP reports.</p> <p>Strategy's Expected Result/Impact: Students will have a clear understanding of their present level of readiness, and how to improve their areas of growth in reading.</p> <p>Staff Responsible for Monitoring: Students, teachers, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Innovative staffing decisions, which includes MCLs and increased emphasis on teacher collegiality, will be made to build more capacity in 1st and 2nd grade classroom teachers.</p> <p>Strategy's Expected Result/Impact: The quality of instruction in grades 1st and 2nd reading will become rigorous, which will increase the percentage of 1st and 2nd graders meeting their projected growth.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, TRT</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Instructional Coach Exchanged for Opportunity Culture - Title One School-wide - \$75,000, Flex Aide Position Exchanged for Opportunity Culture - Local - \$33,000, Title One Funds to fund an MCL I position that will support 3rd grade reading and math teachers. - Title One School-wide - \$15,000</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 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: Kindergarten students will increase their measurable readiness from 65% to 68% according to the BOY mClass readiness assessment.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Amplify: mClass

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten students will continue to receive high level reading support through data-informed instruction provided by Istation and a strong balanced literacy program.</p> <p>Strategy's Expected Result/Impact: Kindergarten readiness will continue to increase.</p> <p>Staff Responsible for Monitoring: Teachers, students, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will continue to be supported with daily, targeted LLI intervention lessons</p> <p>Strategy's Expected Result/Impact: Students will increase their early reading acquisition skills and begin reading by the end of Kindergarten.</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Teachers, students. administrators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


Build a foundation of reading and math


- ESF Levels:

Lever 5: Effective Instruction

- Targeted Support Strategy

 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 4: For MAP reading, kindergarten students will increase from 75% to 78% for fall to spring projected growth.

High Priority

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: An increase in kindergarten students meeting their projected RIT.

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten students will continue to receive high level reading support through data-informed instruction provided by Istation and a strong balanced literacy program.</p> <p>Strategy's Expected Result/Impact: Kindergarten readiness will continue to increase.</p> <p>Staff Responsible for Monitoring: Teachers, students, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will continue to be supported with daily, targeted LLI intervention lessons</p> <p>Strategy's Expected Result/Impact: Students will increase their early reading acquisition skills and begin reading by the end of Kindergarten.</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Teachers, students, administrators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


Build a foundation of reading and math


- ESF Levels:

Lever 5: Effective Instruction

- Targeted Support Strategy

 No Progress

 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: Student daily attendance will increase from 92.4% to 95% by the end of May 2024.

High Priority

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: Weekly and Monthly ADA School Status Reports
(2022-2023: campus attendance increased from 90.5% to 92.4%)

Strategy 1 Details	Reviews			
<p>Strategy 1: Classrooms with the highest attendance on a weekly basis will be recognized during morning announcements. Students with perfect attendance will be recognized on an individual basis every 9 weeks.</p> <p>Strategy's Expected Result/Impact: Motivate students and parents to increase the number of days in school.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Clerk, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Attendance Rewards - Local - \$500, Attendance Prizes (Bikes, Technology etc.) - Title One School-wide - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Refined systems of communication regarding attendance/truancy between administrators, teachers, and office staff will increase awareness and warrant additional supports to parents and students.</p> <p>Strategy's Expected Result/Impact: Staff will gain a clearer understanding of responsibilities when contacting</p>	Formative			Summative
	Oct	Jan	Mar	May

parents and filing truancy contracts as well as assisting with resources if needed.

Staff Responsible for Monitoring: SAS Counselor, Social Worker, Counselor, Administrator, Clerk


TEA Priorities:


Improve low-performing schools


- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

 No Progress

 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: School connectedness will increase from 69% to 75% by the end of May 2024.





High Priority

HB3 Board Goal

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: 3-5 Panorama Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive an increase of SEL support in addition to RCA inspired classroom and school-wide culture.</p> <p>Strategy's Expected Result/Impact: Students will feel more connected to the campus therefore increase their engagement and feelings of belongingness.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: RCA paraphernalia for students and parents - Title One School-wide - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: To prepare students for CCMR and increase attendance, school branding will enhance school connectedness, school beautification, and school pride.</p> <p>Strategy's Expected Result/Impact: The aesthetics of the building will be more welcoming and the environment will be non-threatening and more conducive to learning and high expectations.</p> <p>Staff Responsible for Monitoring: Faculty and staff</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Funding Sources: School Branding Door Graphics/Screening Wrap (front entrance) - Title One School-wide - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				758





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: 100% of 4th and 5th grade students being served through AVID will make measurable progress in being accountable for organization and time-management.

Indicators of Success:

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: binder checks, parent signatures in planners, decrease in transition time/increase in seamless classroom protocols.

Strategy 1 Details	Reviews			
<p>Strategy 1: The students will record lesson objectives in their planners from each class daily.</p> <p>Strategy's Expected Result/Impact: Students will be aware of their academic expectations and become more accountable for completing and submitting their assignments in a timely manner.</p> <p>Staff Responsible for Monitoring: Students, teachers, parents</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will ensure that students understand and engage in clear school-wide and classroom protocols that support safe and efficient transitions.</p> <p>Strategy's Expected Result/Impact: Clear transitions will maximize instructional time.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, students</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: School Sense of Belonging will increase from 67% to 73% by the end of May 2024.

High Priority

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: 3-5 Panorama Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and sustain more opportunities for parent involvement and engagement opportunities that center on student progress and performance.</p> <p>Strategy's Expected Result/Impact: Announced parent meetings on multiple platforms will be better publicized and supported by families and the community.</p> <p>Staff Responsible for Monitoring: Staff</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Create more opportunities and provide clear, timely communication for parents and family members to be apart of the campus' house system and explain the importance of campus Essentials and academic expectations.</p> <p>Strategy's Expected Result/Impact: An increase in parent participation at school-wide events and volunteer opportunities</p> <p>Staff Responsible for Monitoring: Administrators, students, teachers, parents, and counselor</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				760

Ector County Independent School District
Travis Magnet Elementary
2023-2024 Campus Improvement Plan

Board Goals

Board Goal 1: Goal 1: 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: The percentages of students in grades 3-5 achieving or exceeding their Math RIT goal will increase from 57% to 60%.





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: BOY, MOY and EOY MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use 2022 EOY Math MAP scores to collect data and create intervention plans to close gaps for the new academic year. The campus data wall will track progress throughout the BOY, MOY, and EOY MAP Math scores to show improvement.</p> <p>Strategy's Expected Result/Impact: Students will show growth and improve their data tracking skills throughout the year.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use MAP and SCAs data for lesson planning, "backwards planning", lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with Instructional Coach and MCL.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Specialist, Content Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Title 1 funds will be allocated to provide backwards planning on Saturday by grade level with Instructional Coach and MCL for teachers to intentionally plan, model and deepen their content understanding with one-on-one instructional support.</p> <p>Strategy's Expected Result/Impact: Teacher deeper understanding of content, lesson planning and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title I - Title One School-wide - \$17,000</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: Goal 1: 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: The percentages of students in grades 3-5 achieving or exceeding their Reading RIT goal will increase from 47% to 55%.





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%

Evaluation Data Sources: BOY, MOY and EOY MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation.</p> <p>Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, MCL and Teachers.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: ESSR state/federal funding from C&I for FEV High Yield Tutoring - ESSER III - \$60,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p>Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach, MCL, Tutors</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title I - Title One Instructional Continuity - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Title 1 funds will be allocated to provide backwards planning on Saturday by grade level with Instructional Coach and MCL for teachers to intentionally plan, model and deepen their content understanding with one-on-one instructional support.</p> <p>Strategy's Expected Result/Impact: Teacher deeper understanding of content, lesson planning and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title 1 - Title One Instructional Continuity - \$17,000</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: Goal 1: 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: By May of 2024, 35% of students will perform at the Meets level in 3rd-5th Math STAAR.

High Priority





Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use MAP and SCAs data for lesson planning, "backwards planning", lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with Instructional Coach and MCL.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Title 1 funds will be allocated to provide backwards planning on Saturday by grade level with Instructional Coach and MCL for teachers to intentionally plan, model and deepen their content understanding with one-on-one instructional support.</p> <p>Strategy's Expected Result/Impact: Teacher deeper understanding of content, lesson planning and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title 1 - Title One Instructional Continuity - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will use Saturday Tutoring to close the achievement gap with extra one-on-one tutoring with high-priority students based on HB4545, SCA, MAP scores.</p> <p>Strategy's Expected Result/Impact: Student growth on MAP, STAAR and SCAs.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - Title One Instructional Continuity - \$12,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: Goal 1: 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: By May of 2024, 30% of students will perform at the Meets level in 3rd-5th Reading STAAR.





High Priority

Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use MAP and SCAs data for lesson planning, "backwards planning", lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with Instructional Coach and MCL.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title 1 - Title One Instructional Continuity - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation.</p> <p>Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: ESSR III - ESSER III - \$60,000</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 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 45% of 3rd grade students will show growth on their Reading MAP.





High Priority

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: MAP, SCA, Walkthrough Data, Intervention Groups

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title I - Title One Instructional Continuity - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation.</p> <p>Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - ESSER III - \$60,000</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 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 30% of 3rd grade students will perform at the Meets level on their reading STAAR assessment.





High Priority

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%, 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, MAP.

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Coach and MCL will work with teachers on Tier 1 lesson planning, lesson internalization, backwards planning, delivery, and data-desegregation in weekly PLC meetings to incorporate rigor and improve content knowledge.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: IC staffing at Campus - Title One School-wide - \$70,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Title 1 funds will be allocated to provide backwards planning on Saturday by grade level with Instructional Coach and MCL for teachers to intentionally plan, model and deepen their content understanding with one-on-one instructional support.</p> <p>Strategy's Expected Result/Impact: Teacher deeper understanding of content, lesson planning and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title 1 - Title One Instructional Continuity - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: 100% of students will utilize AVID planners to promote college readiness.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, 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: Walkthroughs by Admin and Leadership to verify use.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive training and expectations for AVID binder set up and organization. Strategy's Expected Result/Impact: Walkthroughs will move to showing more students engaged and organized. Staff Responsible for Monitoring: Assistant Principal and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The administration will conduct weekly walkthroughs to audit consistent binder usage. Strategy's Expected Result/Impact: Students will demonstrate mastery of AVID binder organizational skills and strategies. Staff Responsible for Monitoring: Assistant Principal and Teachers</p> <p>Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: School connectedness Panorama data will increase from 67% to 70%.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: Panorama Fall and Spring Results

Strategy 1 Details	Reviews			
<p>Strategy 1: School counselor and teachers will implement daily SEL lessons (7 Mindsets) every morning from 7:00-7:30 am to increase school connectedness, culture, attendance and overall student engagement.</p> <p>Strategy's Expected Result/Impact: Panorama Survey Results</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Title 1 - Title One School- Improvement - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Travis Ambassadors will lead 7 Habits of Highly Effective Teens in the cafeteria twice a week to campus from 7:05-7:30 a.m. to promote leadership and school connectedness.</p> <p>Strategy's Expected Result/Impact: Higher Panoramay and Student Climate Results</p> <p>Staff Responsible for Monitoring: Sponsor and Counselor</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 3: Student daily attendance will increase from 92.7% to 95%.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Daily Attendance: SchoolStatus Daily Reports, District Attendance Awards

Strategy 1 Details	Reviews			
<p>Strategy 1: Truancy Meetings will be held every two weeks with parents/guardians of students with chronic truanancies. Strategy's Expected Result/Impact: Improved attendance and overall student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers</p> <p>Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Title I - Title One School- Improvement - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance Awards and Celebrations will be done every nine weeks to promote and celebrate attendance. Strategy's Expected Result/Impact: Improved attendance and overall student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Title I - Title One School- Improvement - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Ector County Independent School District
Wilson & Young Middle School
2023-2024 Campus Improvement Plan

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: The percentage of students scoring meets or exceeds standard on Algebra I will increase to 95% as measured by 2024 STAAR.





High Priority

Indicators of Success:

8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: Benchmark, SCA, STAAR, Students Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Admin/Teachers/MCL</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize data to create individualized plans for students and provide intervention during class or before/after school.</p> <p>Strategy's Expected Result/Impact: Increase in meets/masters percentages on STAAR</p> <p>Staff Responsible for Monitoring: Teachers/Admin/MCL</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: 8th grade students will have an embedded daily remediation and enrichment through Ranger Time. Students will utilize multiple resources including virtual tutoring.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR meets/masters percentages</p> <p>Staff Responsible for Monitoring: Admin/MCL/teachers</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: The percentage of students scoring meets or masters standard on in 6th grade math will increase to 40% as measured by 2024 STAAR.





High Priority

Indicators of Success:

6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: Texas Academic Performance Report (TAPR) MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Admin/Instructional coaches/Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide intervention daily by targeting students who need intervention in growth and/or achievement. Daily intervention will take place through embedded time in the math block or before/after school tutoring.</p> <p>Strategy's Expected Result/Impact: Increase in student growth and achievement.</p> <p>Staff Responsible for Monitoring: Administrators/teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutoring - Title One School-wide - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers/tutors will utilize Forde and Ferrier books to help with intervention</p> <p>Strategy's Expected Result/Impact: Increase in growth and achievement in math</p> <p>Staff Responsible for Monitoring: Admin/teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Forde and Ferrier workbooks - Title One School-wide - \$30,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 scoring meets or masters standard on in 8th grade math will increase to 35% as measured by 2024 STAAR.





High Priority

Indicators of Success:

8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teacher, MCL</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize data to create individualized plans for students and provide intervention during class or before/after school.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement, specifically with meets and masters percentages</p> <p>Staff Responsible for Monitoring: Administration, teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: MCL will collaborate with the 8th grade math team during PLC through DDI/Know and Show charts to plan and execute instruction in a rigorous manner.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, MCL</p> <p>Title I: 2.4, 2.6</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 4: The percentage of students scoring meets or exceeds standard on in 8th grade English will increase to 35% as measured by 2024 STAAR.

Indicators of Success:

8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Using Istation along with short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase, on MAP and STARR</p> <p>Staff Responsible for Monitoring: Administrators/MCL/teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize Forde and Ferrier to provide individualized intervention before, during and/or after school.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and growth</p> <p>Staff Responsible for Monitoring: Administrators/MCL/teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: MCL will collaborate with the 8th grade ELAR team during PLC through DDI/know and show charts to plan and execute instruction in a rigorous manner.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement, and better instruction in classrooms daily</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Administrators/MCL/teachers

Title I:
2.4, 2.6



No Progress



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 5: 7th grade math will increase achievement scores to 50% meets as measured by the 2024 STAAR test

High Priority

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, benchmarks, SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, with the help of admin and IC, will analyze data in PLC's in order to prioritize rigorous instruction daily.</p> <p>Strategy's Expected Result/Impact: Higher levels of achievement on STAAR</p> <p>Staff Responsible for Monitoring: Administrators/instructional coach/teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide intervention during their embedded math block and during before/after school tutoring</p> <p>Strategy's Expected Result/Impact: Increase in achievement and growth</p> <p>Staff Responsible for Monitoring: Administrators/teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide intervention utilizing Forde and Ferrier workbooks</p> <p>Strategy's Expected Result/Impact: Increase in achievement and growth due to rigorous resources during intervention</p> <p>Staff Responsible for Monitoring: Administrators/teachers</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				787

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 6: Wilson and Young Middle School will show an increase in student growth on STAAR from 66% to 85% as measured by the 2024 STAAR test.

High Priority

Indicators of Success:

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


Evaluation Data Sources: STAAR, benchmark, SCA


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target.</p> <p>Strategy's Expected Result/Impact: Increase in student growth on STAAR and MAP</p> <p>Staff Responsible for Monitoring: Administrators/teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Wilson and Young staff will invite students to participate in Saturday school in the spring in order to target students who need an increase in growth and achievement.</p> <p>Strategy's Expected Result/Impact: Higher percentage of students meeting growth on STAAR</p> <p>Staff Responsible for Monitoring: Administrators/teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Grade level teams will analyze data after the spring benchmark and create groups and individualized plans to target intervention. (Instructional coaches and all admin will help with tutoring to help students meet growth goals).</p> <p>Strategy's Expected Result/Impact: Higher levels of growth on STAAR</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Administrators/Instructional coaches/teachers

Title I:
2.4, 2.6

 No Progress

 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 7: 7th grade ELAR will increase STAAR scores to at least 65% meets scores as measured by 2024 STAAR.

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, benchmarks, SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, with the help of admin and IC, will analyze data in PLC's in order to prioritize rigorous instruction daily.</p> <p>Strategy's Expected Result/Impact: Increase in achievement on STAAR</p> <p>Staff Responsible for Monitoring: Teachers/Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide intervention during the embedded time in their ELAR block based on individual student needs.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and growth</p> <p>Staff Responsible for Monitoring: Teachers/Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize Forde and Ferrier for student intervention.</p> <p>Strategy's Expected Result/Impact: Increase in the rigor of student intervention</p> <p>Staff Responsible for Monitoring: Administrators/Teachers</p> <p>Title I: 2.4, 2.6</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 8: Wilson and Young will increase Science meets scores to 65% as measured by STAAR 2024.

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, benchmark, SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, with the help of admin, and IC, will analyze data in PLC's in order to prioritize rigorous instruction daily.</p> <p>Strategy's Expected Result/Impact: Increase in science achievement</p> <p>Staff Responsible for Monitoring: Administrators/teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Science teachers, with the help of the IC, will analyze SCA and benchmark data in order to create individualized student plans and provide intervention accordingly.</p> <p>Strategy's Expected Result/Impact: Increase in percentages of science meets and masters students</p> <p>Staff Responsible for Monitoring: Teachers/instructional coach/Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 9: Wilson and Young will increase approaches in Social Studies to 70% as measured by STAAR 2024.

High Priority

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, benchmark, SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, with the help of admin, department head, and IC, will analyze data in PLC's in order to prioritize rigorous instruction daily.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in social studies</p> <p>Staff Responsible for Monitoring: Department head/teachers/IC/administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Social studies teachers, with the help of the IC and department head, will analyze SCA and benchmark data in order to create individualized student plans and provide intervention accordingly.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Department head/IC/teachers/administrators</p> <p>Title I: 2.4, 2.6</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.

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: Increase the school connectedness through out the campus by 27% on the 2024 Panorama survey.

High Priority

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, Discipline referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Use fall Panorama survey data to target areas of getting students to have a connectedness towards their campus. Strategy's Expected Result/Impact: Student connectedness will increase by 27%. Staff Responsible for Monitoring: Administrations, teachers, support staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: We will decrease the number of student referrals from 739 to under 500 for the 2024 school year. Strategy's Expected Result/Impact: Better culture which will increase students success. Staff Responsible for Monitoring: Admin/teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will participate in the Ranger challenge of the week. Strategy's Expected Result/Impact: Improve school culture Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5</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: Annual student attendance will increase from 92.1% in 2022-2023 to 94.7% in 2023-2024.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Focus attendance data


Weekly Attendance and Drop Out Dashboard Data From Community Outreach Center (COC)


School status dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance taken daily, timely, and consistently. Attendance clerk making daily notifications for teachers to take attendance.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance to 94.7%</p> <p>Staff Responsible for Monitoring: Administration/clerk/teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration, office staff and counselors will complete parent contacts and attendance truancy contracts in order to improve daily attendance.</p> <p>Strategy's Expected Result/Impact: Increase attendance rate to 94.7%</p> <p>Staff Responsible for Monitoring: Administration, Attendance clerk, Teacher</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide incentives for students with perfect attendance over a six week period.</p> <p>Strategy's Expected Result/Impact: Increase student attendance to 94.5%</p> <p>Staff Responsible for Monitoring: Administration, Attendance clerk, Teacher</p>	Formative			Summative
	Oct	Jan	Mar	May

Title I:
2.5

 No Progress

 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: Wilson & Young will increase the belief held by students that adults and peers in school care about their learning as well as about them as individuals by 43% as measured on Panorama.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Social and emotional lessons will take place rotating between different content area classes weekly.</p> <p>Strategy's Expected Result/Impact: Student emotional well-being will improve.</p> <p>Staff Responsible for Monitoring: Administration/teachers/counselors</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be trained on the SEL curriculum in order to teach it in class, so they will be able to better support students with their social-emotional health.</p> <p>Strategy's Expected Result/Impact: Students' emotional needs will be better met.</p> <p>Staff Responsible for Monitoring: Administrators/counselors/teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Our SAS counselor will be pulling individual students and small groups for check-ins and counseling in order to better support student mental health.</p> <p>Strategy's Expected Result/Impact: Higher levels of support for student mental health</p> <p>Staff Responsible for Monitoring: Administrators/Counselor</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 20px;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> <div style="text-align: right;">797</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 4: Wilson and Young Middle School will increase college and career readiness by creating opportunities for students to develop instructional routines and skills that support secondary academic success which leads to post-secondary and career readiness.

High Priority

Indicators of Success:

Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%

Evaluation Data Sources: AVID evidence, exit ticket data, student success and achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: Wilson and Young AVID site team will meet monthly and will communicate AVID goals to teams and teachers, and will collect AVID evidence from all content area classrooms.</p> <p>Strategy's Expected Result/Impact: Students will be more prepared for high school and college through AVID skills.</p> <p>Staff Responsible for Monitoring: AVID site team, all teachers and administrators</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Wilson and Young students will utilize planners, note-taking strategies, high levels of questioning, and college research projects in order to prepare them for both high school and post-high school education.</p> <p>Strategy's Expected Result/Impact: Students will be better prepared for high school and college level classes.</p> <p>Staff Responsible for Monitoring: Teachers, AVID site team, Administrators</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 5: Wilson & Young will recruit, develop and retain highly-effective individuals and will increase retention rate by 5% for the 2023-2024 school year.

High Priority

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: Employee Performance Evaluations

Staff Retention Rates

Eduphoria STRIVE

Staff Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Wilson & Young will provide support through the RELAY coaching model. Using strategies from Get Better Faster, such as modeling, scripting lesson, and coaching conversations.</p> <p>Strategy's Expected Result/Impact: To develop and retain highly-effective teachers</p> <p>Staff Responsible for Monitoring: Administration, MCL, MTRT, Instructional Coach</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Wilson and Young will implement Fundamental 5 program on our campus this year to all teachers.</p> <p>Strategy's Expected Result/Impact: There will be an improvement in teaching and learning throughout the campus.</p> <p>Staff Responsible for Monitoring: Administrators/Instructional coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Ector County Independent School District
G.E."Buddy" West Elementary
2023-2024 Campus Improvement Plan

Board Goals

Board Goal 1: 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 K-5 achieving or exceeding their Math RIT goal will increase from 60 to 65 %.





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: NWEA BOY, MOY, EOY, FEV utilized to grow students in areas indicated by MAP math.

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Istation Monthly Math Growth - Students meeting Istation Goals</p> <p>Staff Responsible for Monitoring: MCLs Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD MATH Framework.</p> <p>Strategy's Expected Result/Impact: Monthly growth in Istation Students will meet Math Istation Monthly goals</p> <p>Staff Responsible for Monitoring: MCLs, Leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 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 K-5 achieving or exceeding their Reading RIT goal will increase from 50% to 55%.





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: NWEA BOY, MOY, EOY, FEV will be utilized to meet student's needs as indicated by MAP reading.

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership team will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Rigor in Lessons Growth in Istation Reading</p> <p>Staff Responsible for Monitoring: MCLs and Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Growth in Istation Reading Students meeting Istation monthly Goals</p> <p>Staff Responsible for Monitoring: MCLs and Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: By May of 2024, 40% of students will perform at the Meets level in 3rd-5th Math STAAR.





High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: EOY STAAR Data
Monitor MAP and Istation Math, SCA, CBA

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership team will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Math Map Growth and mastery of math learning objectives reflected in informal observations and DBAs</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group, and adhere to the ECISD MATH Framework.</p> <p>Strategy's Expected Result/Impact: Math Map Growth and mastery of math learning objectives reflected in informal observations, CSAs and DBAs</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: By May of 2024, 35% of students will perform at the Meets level in 3rd-5th Reading STAAR.





High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: STAAR data, SCA, CBA, ISTATON, AND MAP.

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Rigor in lessons, growth in Reading MAP/Istation and mastery of learning objectives seen in SCAs and DBAs</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and implement with fidelity, LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Growth in Istation, MAP reading and mastery of learning objectives in SCAs and DBAs</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: The percentage of Kindergarten- 2nd grade students reading on grade level will increase from 44% to 49%.





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%, 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%

Evaluation Data Sources: ISTATION, MAP, Fluency checks, Running Records, Walk-throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6 - 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</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-2 classroom teachers and the reading coach will target at risk populations and utilize LLI four times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Student's will be monitored by monthly Istation tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: 49% of K-2 students will show growth on their READING MAP ASSESSMENT.

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: MAP, IStation, SCA, Walk-throughs, Fluency checks, running records

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6 - 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</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs.</p> <p>Strategy's Expected Result/Impact: Students will increase MAP EOY</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Teachers, MCLs and leadership team

Title I:

2.4, 2.5, 2.6


- 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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: 59 % of 3rd grade students will show growth on their READING MAP.





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%, 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, ISTATION, SCA, walk-throughs, Fluency checks, running records

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Students will meet MAP growth goal Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6 - 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</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs.</p> <p>Strategy's Expected Result/Impact: Students will increase MAP reading growth, Istation goal and show mastery of SCAs in ELAR.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.





Performance Objective 4: 35% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

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%, 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, ISTATION, SCA, CBA, walk-throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive FEV tutoring for 60 minutes a week, LLI intervention for 30 minutes a week and 60 minutes of Istation.</p> <p>Strategy's Expected Result/Impact: mastery of objectives in ELAR for SCAs, Istation growth</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  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: Students will utilize Avid planners to promote college readiness.

Indicators of Success:

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: Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner.</p> <p>Strategy's Expected Result/Impact: Organization Two-way Communication</p> <p>Staff Responsible for Monitoring: Teacher AVID Site Team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation.</p> <p>Strategy's Expected Result/Impact: organization rigor</p> <p>Staff Responsible for Monitoring: AVID site team Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: School Connectedness panorama data will increase from 62% to 67%.

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: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The 7 Mindset SEL curriculum will be implemented daily to 15 to 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers.</p> <p>Strategy's Expected Result/Impact: Reduce Discipline Referrals Build Positive Relationships</p> <p>Staff Responsible for Monitoring: Teachers Counselor SEL Site Team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Character ED lessons will be rolled out to students two times a month 45 minutes each lesson by the counselor.</p> <p>Strategy's Expected Result/Impact: Self Regulation Positive Relationships among All</p>	Formative			Summative
	Oct	Jan	Mar	May

Problem Solving Skills

Staff Responsible for Monitoring: Teachers
Counselor

Title I:


2.6


- **TEA Priorities:**


Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

 No Progress

 Accomplished

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





Performance Objective 3: Student daily attendance will increase from 91.9 to 95%.

High Priority

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: Attendance grade level liaison will contact parents at two absences a month and document in Eduphoria on Contact form.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Attendance liaisons will hold attendance celebrations once a month for students meeting 95% attendance. Strategy's Expected Result/Impact: 95% attendance EOY rate Staff Responsible for Monitoring: Grade level attendance liaisons Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Ector County Independent School District
Zavala Elementary
2023-2024 Campus Improvement Plan

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: 58% of all students in Grades K-2 will meet or exceed their end-of-year individual growth projections in MAP 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: NWEA BOY, MOY, EOY, monthly Istation reports, HMH assessments, Short Cycle Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will use Data Driven Instruction from various data sources (Saxon assessments, Istation, LLI, MAP results, guided reading, running records, fluency folders) to ensure quality Tier 1 instruction, to analyze student work to ensure mastery of learning objectives.</p> <p>Strategy's Expected Result/Impact: Rigor in lessons Growth in Istation Increase in their MAP growth score</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach, Reading Coach</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Zavala will utilize Guided Reading, Istation, and LLI to provide individualized and differentiated lessons for students.</p> <p>Strategy's Expected Result/Impact: Increased MAP Growth Score Students will meet their monthly Istation goal</p> <p>Staff Responsible for Monitoring: Teachers Administrators Reading Coach Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 2: By May 2024, 58% of students, K-2nd, will reach their individual RIT growth scores in MAP 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 (beginning of year, middle of year, end of year), teacher created assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will utilize Data Driven Instruction from various data sources (Guided Math, Do the Math) to provide individualized and differentiated lessons for students and to ensure quality Tier 1 instruction, to analyze student work to ensure mastery of learning objectives. The DDI process will be used to disaggregate MAP data.</p> <p>Strategy's Expected Result/Impact: Increased MAP math Growth Score Students will meet their MAP growth score</p> <p>Staff Responsible for Monitoring: Leadership Team Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Zavala staff members will provide Math TEKS training and strategies for parents to help their children at home. Parent Data meetings will be held twice a year.</p> <p>Strategy's Expected Result/Impact: Parent knowledge in Math Parent knowledge and awareness of student progress</p> <p>Staff Responsible for Monitoring: Leadership Team Teachers Staff</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All students in PreK-2 will attend STEM classes to improve their Science, Technology, Engineering, and Math foundations.</p> <p>Strategy's Expected Result/Impact: Teacher created assessments, teacher observation, NWEA Math MAP results</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: 65% of all Prekindergarten students will complete the 2023-2024 end-of-year Circle Assessment on track.

High Priority

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: CLI assessments administered two times a year, teacher created interventions and assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK teachers will use the data from the beginning of year CLI assessment to create stations and provide interventions to meet the needs of their students.</p> <p>Strategy's Expected Result/Impact: Student growth in the end of year CLI assessment</p> <p>Staff Responsible for Monitoring: Teachers, aides, instructional coach, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly lesson plans will demonstrate strategies that teach letters, alphabet principles through interactive letter walls, morning messages, literacy groups, and independent centers.</p> <p>Strategy's Expected Result/Impact: PreK students will leave PreK with a strong literacy foundation</p> <p>Staff Responsible for Monitoring: Classroom teachers, aides, administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 60 % of Kindergarten-2nd grade students will read at or above grade level by May 2024.





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%, 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%

Evaluation Data Sources: Istation, MAP, Saxon assessments, Fluency checks, running records, guided reading, walk throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK-2nd grade teachers and the leadership team will implement the Data-Driven Instruction process, develop Know/Show charts, provide coaching, and ensure mastery of learning objectives during PLCs. PreK-2 grade teachers and the leadership team will attend the Elevate Conference to learn new strategies to improve instruction for the students they serve.</p> <p>Strategy's Expected Result/Impact: Effective lesson plans, instructional delivery and data analysis</p> <p>Staff Responsible for Monitoring: PreK-2 Grade Teachers Leadership Team</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: LLI and Soluciones intervention will be provided for struggling students 5 times a week for 30 minutes and Istation usage of 60 minutes a week.</p> <p>Strategy's Expected Result/Impact: Student progress on Istation tests and MAP assessments</p> <p>Staff Responsible for Monitoring: Teachers Leadership Team</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: 58% of all Kinder-2nd grade students will show growth on their Reading 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%, 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, NWEA MAP administered three times a year, HMH assessments, Saxon assessments, Short Cycle Assessments, fluency checks, running records, guided reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will use Data Driven Instruction from various data sources (Saxon assessments, Istation, LLI, MAP results, guided reading, running records, fluency folders) to ensure quality Tier 1 instruction, to analyze student work to ensure mastery of learning objectives.</p> <p>Strategy's Expected Result/Impact: Rigor in lessons Growth in Istation Increase in their MAP growth score</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach, Reading Coach, Dyslexia Teacher, flex aides, instructional aides</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Zavala staff will utilize Guided Reading, Istation, and LLI to provide individualized and differentiated lessons for students.</p> <p>Strategy's Expected Result/Impact: Student progress in monthly Istation tests and goals Increased MAP Growth Score</p> <p>Staff Responsible for Monitoring: Teachers Administrators Reading Coach Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: 65% of all Prekindergarten student will complete the 2023-2024 end of year Circle Assessment on track.





High Priority

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: End of year Circle Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK teachers will use the data from the beginning of year CLI assessment to create stations and provide interventions to meet the needs of their students.</p> <p>Strategy's Expected Result/Impact: Student growth in the end of year CLI assessment</p> <p>Staff Responsible for Monitoring: Teachers, aides, instructional coach, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly lesson plans will demonstrate strategies that teach letters, alphabet principles through interactive letter walls, morning messages, literacy groups, and independent centers.</p> <p>Strategy's Expected Result/Impact: PreK students will leave PreK with a strong literacy foundation</p> <p>Staff Responsible for Monitoring: Classroom teachers, aides, administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Zavala students will utilize AVID planners to promote college readiness.

Indicators of Success:

Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: Walkthroughs by Leadership Team

Strategy 1 Details	Reviews			
<p>Strategy 1: 2nd Grade Teachers will receive training and expectations for AVID Binder setup and organization. Strategy's Expected Result/Impact: 100% of 2nd-grade students use binders, planners, and organizational tools correctly. Staff Responsible for Monitoring: Teachers, Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 2nd grade students will use two and three column notes. Strategy's Expected Result/Impact: 100% of 2nd grade students will use two and three column notes. Staff Responsible for Monitoring: 2nd grade teachers Administrators</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: Student attendance will increase from 90.3% to 95%.

High Priority





HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: Weekly reports

Attendance final year report

Strategy 1 Details	Reviews			
<p>Strategy 1: Zavala staff (teachers, administrators, counselor, office staff) will contact parents and document in Eduphoria on contact form.</p> <p>Strategy's Expected Result/Impact: Attendance goal of 95%</p> <p>Staff Responsible for Monitoring: Administrators, classroom teachers, counselor, attendance clerks, parents</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Zavala Elementary will provide incentives for perfect attendance goals met monthly and every nine weeks.</p> <p>Strategy's Expected Result/Impact: Attendance goal of 95%</p> <p>Staff Responsible for Monitoring: Administrators, classroom teachers, counselor, attendance clerks, parents</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				832





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: Staff belonging will increase from 78% to 85% on the spring staff Panorama survey.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama survey, staff feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish campus committees to increase teacher voice on campus and promote teamwork. Strategy's Expected Result/Impact: Improve school climate and morale. Increase teacher retention. Staff Responsible for Monitoring: Administrators, committees</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly staff luncheons, team building activities will be implemented to increase morale and staff connectiveness and a sense of belonging. Strategy's Expected Result/Impact: Improved school climate and morale. Increase teacher retention. Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
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BOARD OF TRUSTEES

SUBJECT: Consent Agenda

PRESENTED BY: Dr. Scott R. Muri

BACKGROUND INFORMATION:

Ector County ISD adopted the use of the consent agenda as a means of expediting regular meetings. Consent agenda items consist of typical or routine matters in nature and typically have been discussed in a prior Board Work Study session. As such, the Board can consider all items included in the Consent Agenda with one motion. Should the Board choose to consider any item on the Consent Agenda separately, that item can be removed from the Consent Agenda, discussed, and voted on separately.

ADMINISTRATIVE RECOMMENDATION:

Approval of the Consent Agenda.



REQUEST FOR APPROVAL OF MINUTES OF MEETINGS

Attached you will find minutes of meetings of the Board of Trustees for:

July 24, 2023 – Special Board Meeting
August 08, 2023 – Board Workshop Meeting
August 15, 2023 – Regular Board Meeting

AT A SPECIAL MEETING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., JULY 24, 2023, WITH THE FOLLOWING MEMBERS:

Present:

Delma Abalos
Dr. Steve Brown
Tammy Hawkins
Dawn Miller
Christopher Stanley
Robert Thayer
Wayne Woodall

Absent:

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Lilia Náñez, Deborah Ottmers, Dr. Keeley Boyer, Dr. Anthony Sorola, Alicia Syverson, Dr. Kellie Wilks

Others: Tatiana Dennis, David Munger, Sara Moore, Gary Weatherford, Sam Magallan, Julia Willett-Weekly, Ryan Merritt, Chelsea Reyes, Amy Hosick, Jeff Russell, Jessica Gore, Sierra Searcy, Kevin Searcy, Michael Hawley, Mauricio Marquez, Dr. Melissa Skinner, Nat Armendarez, Tracey Borchardt, Priscilla Hernandez, Wesley Burnett, Mark Gabrylczyk, Jaime Miller, Amy Rhodes, Krista Vivian, Sarah Burton, Ruth Campbell, Rita Lopez, Mary Franco

26371 **Meeting Called to Order:** Christopher Stanley, Board Vice-President, called the Board of Trustees Meeting to order at 6:00 p.m.

26372 **Verification of Compliance with Open Meeting Law – this is to certify that the provisions of Section 551.001 of the Texas Government Code have been met in connection with the public notice of this meeting:** Board President Christopher Stanley, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

26373 **Opening Remarks by Superintendent:** In his opening remarks, Superintendent Dr. Scott Muri talked about the district's partnership with Acceleration Academies, a dropout recovery program. The Ector County Acceleration Academy held a celebration for recent graduates Monday afternoon, and those students will participate in Summer Graduation on Tuesday evening. The school district's goal is that every student in Ector County graduates from high school and the partnership with ECAA is one more way to pursue that goal.

26374 **Public Comment:** Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

In public comment, David Munger, Odessa High School counselor, asked Trustees to consider a bond option that would not build a stand-alone Career

& Technical Education Center but return all established CTE programs to Odessa High School and Permian High School. He also asked Trustees to

consider placing small high school programs at existing elementary schools that have space.

Sara Moore, spoke, saying she has been a member of the last two bond committees, enjoyed being part of them, and is proud of the work they have done. She expressed concern that there is no specific recommendation for a new high school, saying that OHS and PHS are overcrowded; it takes three years to build a high school; and asking how long will it be until the conditions are addressed?

26375 **Bond Discussion:** Trustees discussed the following recommendations made by the 2023 Bond Committee:

- Keep bond costs low enough that there will be no tax rate increase
- State-of-the-Art Career & Technical Education Center (\$80 million) – Dr. Muri reminded school board members that the Permian Strategic Partnership has pledged financial support for this project if approved by voters
- New middle school (\$120 million) – the location of this will be determined by the school board
- Priority 1 “Must do” within the next 1-2 years maintenance/repairs (\$48.4 million)
- Priority 2 “Should do” within the next 3-5 years maintenance/repairs (\$72.7 million)
- Address needs in these areas: Transportation (\$38 million), Technology (\$23.5 million), Fine Arts (\$18.5 million), Transition Learning Center (\$8 million), Athletics (\$11.1 million), and the Agriculture Farm (\$7.5 million)

All of these items totaled = \$427,155,000. Due to changes made recently by the Texas Legislature regarding property taxes, ***school district leaders anticipate ECISD now has enough bond capacity to absorb a bond package of \$427 million without increasing the tax rate for Ector County residents.***

Trustees asked where a new middle school would be located? *That is a decision that will ultimately be made by the school board.*

Trustees asked why is there no high school included in the recommendations? *The consensus of the bond committee was that the price of \$320 million would take most of the potential bond funds and would not leave room to add many more projects, and that the community just voted down the plan for a new high school in May 2022.*

In regard, to a new Career & Technical Education center, if it is passed, the existing CTE classes at New Tech Odessa will be moved to the new center,

making room for 400-500 middle school students to become part of a new middle school NTO program. The CTE center would also be home to approximately 400 high school students full-time plus an additional 2,000 per day moving in-and-out taking CTE classes throughout the day. In these ways, a new CTE center will help address the space issues at high schools and middle schools to a certain degree.

Several Trustees said West Odessa is their choice for the location for a new middle school, saying the kids who live in the west ride buses or drive a long way into the middle schools every day.

Trustees also expressed caution about picking apart the committee's work; work this group of more than 100 people spent months creating. Board members also discussed the possibility of holding meetings in the community to talk with more people about what they want to see in the next bond package.

If Trustees call for a bond election, their deadline to do so is August 21.

No action required.

26376 **Closing Remarks by Superintendent:** There were no closing remarks.

26377 **Adjournment:** Christopher Stanley, Board President, adjourned the Board meeting at 7:31 p.m.

Board President
Christopher Stanley

Board Secretary
Tammy Hawkins

AT A BOARD WORKSHOP MEETING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., AUGUST 8, 2023, WITH THE FOLLOWING MEMBERS:

Present:

Delma Abalos
Dr. Steve Brown
Tammy Hawkins
Dawn Miller
Christopher Stanley
Robert Thayer
Wayne Woodall

Absent:

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Lilia Náñez, Deborah Ottmers, Dr. Keeley Boyer, Dr. Anthony Sorola, Alicia Syverson, Dr. Kellie Wilks

Others: Tatiana Dennis, Chelsea Reyes, Julia Willett-Weekly, Jaime Miller, Aaron Hawley, Julie Marshall, Ryan Merritt, Betsabe Salcido, Amy Hosick, Mark Gabrylczyk, Sar Moore, Kevin Searcy, Sierra Searcy, Kyle Van Syoc, Priscilla Hernandez, Nat Armendarez, Andrew Bradford, Tracey Borchardt, Lisa Wills, Jessica Gore, Andrea Hewitt, Mauricio Marquez, Florinda Armendarez, Ruth Campbell, Rita Lopez, Mary Franco

26378 **Meeting Called to Order:** Christopher Stanley, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

26379 **Verification of Compliance with Open Meeting Law – this is to certify that the provisions of Section 551.001 of the Texas Government Code have been met in connection with the public notice of this meeting:** Board President Christopher Stanley, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

26380 **Opening Remarks by Superintendent:** In Dr. Muri’s opening remarks, he reminded Trustees that school starts tomorrow morning, so it will be a busy, busy day for the employees and students of ECISD. He also announced the District had received a perfect score on the Financial Integrity Rating System of Texas (FIRST) report for the 4th year in a row. He congratulated ECISD’s Finance Division on this achievement.

26381 **Public Comment:** Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board’s procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

In public comment, Ravi Shakamuri talked about attending a ceremony earlier in the day where two recent Career & Technical Education graduates signed

letters of commitment to work for Odessa Regional Medical Center as Certified Nursing Assistants. He then spoke about the positive impact a successful bond could have on students, and asked the community join hands and resolve their differences on this topic.

Dallas Kennedy, ECISD teacher and member of the bond committee, said he has been closely involved in this process and is in support of the bond, adding he has never voted for a tax increase before. He said these are our community's buildings and they need to be fixed.

Report/Discussion Items

26382 **Bond Discussion:** Superintendent of Schools Dr. Scott Muri presented this item for discussion. Trustees solidified plans for a November school bond. Each school board member offered their impressions of the four Town Hall meetings held during the previous week, and spoke of the comments and questions they received. Overall, they were pleased with the positive responses. Next, Dr. Muri walked through results from surveys (called Thought Exchanges) that were done in conjunction with the Town Hall meetings, as well as during a series of meetings with teachers during back-to-school sessions. The comments offered in these forums were overwhelmingly positive about the bond projects.

District leaders have had regular conversations with the financial advisor and bond counsel, and in order to comply with Texas school bond law, Trustees would need to propose at least 3 bond packages, for example:

Prop A – New Career & Technical Education Center, new middle school, Priority 1 and Priority 2 maintenance and repairs, Transportation Department needs, Fine Arts Department needs, Technology needs, Transition Learning Center needs, and Agriculture Farm needs, plus land for new MS and CTE center

Prop B – Ratliff Stadium and Ratliff Stadium Complex items; this would include any Priority 1 and Priority 2 maintenance needs at the stadium complex identified in Facilities Assessment report

Prop C – Odessa High School indoor practice facility and Permian High School indoor turf replacement.

According to the law, the athletics projects are either not on school property and/or not attached to an academic school building and, therefore, must be separate bond proposals for voters to consider. Trustees could also decide to offer more than 3 propositions.

The district does not own property for the CTE Center nor the middle school, but land purchase can be added to a bond proposal. ECISD could add the cost of land purchase to a final bond proposal and still move forward without increasing the tax rate. About 40 acres will be needed for each site;

Trustees are focused on building the middle school in west Ector County, and the CTE Center in south Odessa. Trustees will consider officially calling for the bond packages at next week's meeting.

No action required.

26383 **Discussion of TASB Board Policy Update 121:** Associate Superintendent of Athletics, Human Capital and Operations Dr. Anthony Sorola presented this item for discussion. This is a series of recommendations from the Texas Association of School Boards to bring local school board policies in line with changes made in legal policy at the state level. They will hold off on DEC(LOCAL) for further review. These policies will be presented for a second reading and vote at the August 15, 2023 Regular Board meeting.

No action required.

26384 **Presentation and Discussion of ECISD Bullying Reporting and Investigation Process:** Director of Administrative Services Maribel Aranda presented Trustees with the district's bullying reporting and investigation process. Texas Education Code defines both bullying and cyberbullying. Students or adults can report bullying anonymously through Crime Stoppers, using forms available in the office and on the ECISD website, or in-person to someone at the school. Once reported, school leaders assess the situation for immediate safety concerns, contact parents of the students involved, investigate, take appropriate action and provide solutions, and monitor those involved. ECISD complies with all Texas Education Agency standards for bullying prevention, including the new requirement to form campus bullying prevention committees that include parents and students. Trustees asked that district administrators be diligent in investigating and documenting all reports of bullying in order to keep schools safe for all students.

No action required.

26385 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code - [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public employee of the District or hear a complaint or charge against an officer or employee.] Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]:**

There was no closed session.

26386 **Closing Remarks by Superintendent:** There were no closing remarks.

26387 **Adjournment:** Christopher Stanley Board President, adjourned the Board meeting at 7:28 p.m.

Board President
Christopher Stanley

Board Secretary
Tammy Hawkins

AT A REGULAR MEETING AND PUBLIC HEARING FOR ADOPTION OF 2023-2024 OFFICIAL BUDGET OF THE BOARD OF TRUSTEES OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., AUGUST 15, 2023, WITH THE FOLLOWING MEMBERS:

Present:

Delma Abalos
Dr. Steve Brown
Tammy Hawkins
Dawn Miller
Christopher Stanley
Robert Thayer
Wayne Woodall

Absent:

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Keeley Boyer, Dr. Lilia Nájuez, Deborah Ottmers, Dr. Anthony Sorola, Alicia Syverson, Dr. Kellie Wilks

Others: Tatiana Dennis, Patti Kappanf, Will Kappanf, Jeff Russell, Sonya Haynie, Candi Sikes, Karime Castro, Andrea Moreno-Hewitt, Kyle Van Syoc, A. Feliz Abalos, Jerry Mahana, Krista Vivian, Jessica Gore, Aaron Hawley, Sara Moore, Kevin Searcy, Katalyna, Scott Randolph, Heath Ford, Max Ford, Greg Ford, Wayne Byrd, Steve Ford, Clay Moore, Julie Marshall, Edward G. Gallegos, Gilbert Vasquez, Julia Willett-Weekly, Jieun Pando, Nat Armendarez, Shannon Davidson, Clayton Smith, Searcy, Sierra Searcy, Ruth Campbell, Rita Lopez, Mary Franco

26388 **Meeting Called to Order:** Christopher Stanley, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

26389 **Verification of Compliance with Open Meeting Law:** Christopher Stanley, Board President, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

26390 **Pledge Allegiance to United States and Texas Flags:** The United States and Texas flag pledges were led by Murry Fly Elementary Students Jorge Juarez and Jacob Miller.

26391 **Invocation:** The Invocation was led by Senior Pastor Jesus Gomez, New Hope Church.

26392 **Special Presentations:**

Recognition of Odessa HS Student Cooper Aranda Selected to Texas Crime Stoppers State Council: Chief Communications Officer Mike Adkins introduced Cooper Aranda for becoming the first-ever student named to the Texas Crime Stoppers State Council.

Introduction of SSEP Mission Patch Winners: Chief Communications Officer Mike Adkins recognized Downing Elementary Student Celeste Ortega and Crockett Middle School Student Vivian Hernandez for designing Mission Patches that were flown to the International Space Station last year. The patches are now certified as flown in space. This is made possible as part of the Student Spaceflight Experiments Program (SSEP), coordinated by our ECISD Innovation Department.

Announcement of TAEA District of Distinction Award: ECISD Fine Arts Department was recognized as a District of Distinction by the Texas Art Educators Association for the third year in a row. This is an honor achieved by only the top 5.5% of eligible school districts in Texas. Districts receive this honor for providing an education that advocates and integrates visual arts curriculum to inspire creativity and build social emotional learning that connect learners to their community and beyond. For the 2023 award, over 1,200 districts were eligible to apply. Only 68 districts met the high standard. ECISD will be honored at the TAEA fall conference in November.

Announcement of NAMM Best Communities for Music Education: Ector County ISD was recognized for being named one of the Best Communities for Music Education by the National Association of Music Merchants (NAMM) for the 9th year in a row. This designation is awarded to districts that demonstrate outstanding achievement in efforts to provide music access and education to all students. Dr. Aaron Hawley, Director of Fine Arts was present to accept the award.

26393 **Opening Remarks by Superintendent:** In his opening comments, Superintendent of Schools Dr. Scott Muri provided Trustees a quick look at the recently released STAAR End of Course exams. Passing rates improved in all five of the exams – Algebra I increased 11 points to 70%; Biology increased 6 points to 83%; English I increased 13 points to 60%; English II increased 4 points to 59%; and U.S. History increased 9 points to 89%.

Dr. Muri congratulated the students, their teachers and the principals for creating an environment of success. He pointed out to Trustees, a new accountability system is being implemented now so these improved scores are likely to come with a lower letter grade when those results are released in September.

Dr. Muri also gave a Back-to-School update with a few stats – 32,467 students today which is 239 more than the same day one year ago; 42 teacher vacancies on day 1, down from 58 on day 1 last year; and 9,222 kids riding buses. He added the district hired 306 teachers this year and has a 98% fill rate for teachers.

26394 **Public Comment:** Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)* The following seven citizens participated during this portion of the meeting.

In public comment, Patti Kappanf, a west Odessa representative, expressed gratitude from west Odessa for being included in so many facets of the bond propositions. She asked the board to vote yes to the propositions as presented from the committee.

Kevin Searcy, an ECISD parent who served on the bond committee, applauded the district for improvements in graduation rate, financial ratings and growing extra-curricular activities. He added, he feels opposition to this bond is opposition to the future prosperity of the community.

Sara Moore, a bond committee member, thanked Dr. Muri for the leadership he has provided through a difficult period of years (since being hired in 2019). She reminded Trustees this bond is just the first step in addressing districtwide needs and our community needs to know future bonds will be needed.

Collin Sewell, an ECISD parent, thanked Trustees for their leadership, and said he is 100% in support of improving our schools and our education in Odessa. He said great schools create great citizens and a bond impacts all residents, whether or not they have students in school now.

Mary Caywood, a bond committee member, thanked Trustees for the opportunity to serve in that role. She emphasized the need to take care of the Priority 1 and Priority 2 maintenance and repairs because they are basic needs that create safe, effective learning environments.

A. Feliz Abalos, also a bond committee member, applauded the entire committee for working so hard to review information and make tough decisions. She said, from the beginning, she voiced the need that Odessa students deserve better than the conditions they currently learn in. She encouraged everyone to vote yes for the bond.

Board Policy

26395 **Discussion of and Request for Approval of TASB Local Policy Update 121:** Moved by Brown, seconded by Abalos to approve TASB Local Policy Update 121 as presented. Updates to this series of policies come at the recommendation of the Texas Association of School Board which regularly reviews local policies to ensure they are in alignment with changes to legal policy set by the state.

Motion unanimously approved.

Action Items

26396 **Discussion of and Request for Approval of the Naming of Dowling Elementary School Playground:** Moved by Brown, seconded by Abalos to approve Naming of Dowling Elementary School Playground as presented. The playground was named for Max Ford, the PE coach at Dowling Elementary for 34 years (1957-1991).

Motion unanimously approved.

26397 **Discussion of and Request for Adoption of an Order Calling a Bond Election for November 7, 2023:** Moved by Brown, seconded by Hawkins to approve the Adoption of Order Calling a Bond Election for November 7, 2023 as presented.

Trustees discussed adding the cost of land purchase to the bond proposal and is included in the final total of \$436,109,000, this will not require an increase in the district's total tax rate.

Prop A – \$424,263,000

New Career & Technical Education Center to be located in South Odessa/Ector County;

New middle school to be located in West Ector County;

Districtwide maintenance and repairs;

Transportation Department: bus purchases and a new Transportation Facility;

Technology Department: replacement of district phone system, PA/Bell/Clock/Fire Alarm system replacements; security camera refresh; classroom interactive flat panels; large group instruction area audio/visual equipment

Fine Arts Department: complete renovation of the Permian High School Auditorium; replace outdated instruments; performance risers for all middle school choirs; classroom instruments for elementary campuses; uniforms for middle school bands and mariachi; JROTC facility needs

Transition Learning Center: complete replacement of facility for students with special needs learning to transition from school to the workforce

Agriculture Farm: complete replacement of classroom buildings and barns

Athletics Department: LED lighting at the Odessa High School baseball and tennis stadiums; LED lighting at the Permian High School baseball stadium; Resurfacing of tennis stadiums at all middle schools; Replacement of indoor bleachers in main gyms of all middle schools

*Proposition A includes the cost of land purchase for new CTE Center and new middle school

Prop B – \$8,096,000

Ratliff Stadium items; concrete overlay of bleachers; update restrooms; LED lighting for stadium parking lot; LED lighting at track/field even venue; air conditioning/heating for south building locker rooms; replace one grass field with artificial turf; (also includes any major maintenance needs at the stadium complex identified in Facilities Assessment report)

Prop C – \$3,750,000

New Odessa High School indoor practice facility and Permian High School indoor turf replacement. (According to the law, these indoor practice facilities must be separate bond proposals for voters to consider.)

Motion unanimously approved.

26398

Discussion of and Request for Approval of Purchases over \$50,000: Moved by Hawkins, seconded by Woodall to approve the Purchases over \$50,000 as presented.

For:
Abalos
Hawkins
Miller
Stanley
Thayer
Woodall

Against:

Abstained:
Brown

Motion passed.

26399 **Discussion of and Request for Approval of 2023-2024 Budget Amendment #1:**
Moved by Abalos, seconded by Hawkins to approve the 2023-2024 Budget Amendment #1 as presented.

Motion unanimously approved.

26400 **Discuss and Consider Board Approval of a Delegate and Alternate to the 2023 Texas Association of School Boards (TASB) Delegate Assembly:** Moved by Miller, seconded by Brown to approve Tammy Hawkins as Delegate and Wayne Woodall as Alternate to the 2023 Texas Association of School Boards (TASB) Delegate Assembly as presented.

Motion unanimously approved.

26401 **Discussion of and Request for Approval of Initial Memorandum of Understanding for Region 18 Texas Strategic Staffing, University of Texas of the Permian Basin and ECISD to Participate in Strategic Staffing with Residents 2023-2026:** Moved by Brown, seconded by Miller to approve Initial Memorandum of Understanding for Region 18 Texas Strategic Staffing, University of Texas of the Permian Basin and ECISD to Participate in Strategic Staffing with Residents 2023-2026 as presented.

Motion unanimously approved.

26402 **Discussion of and Request for Approval of Application to Renew Optional Flexible School Day Program (OFSDP):** Moved by Hawkins, seconded by Miller to approve the the Application to Renew Optional Flexible School Day Program (OFSDP) as presented.

Motion unanimously approved.

26403 **Discussion of and Request for Approval of Data Transfer and Use Agreement between Stanford University and ECISD:** Moved by Brown, seconded by Abalos to approve the Data Transfer and Use Agreement between Stanford University and ECISD as presented.

Motion unanimously approved.

26404 **Discussion of and Request for Approval of Resolution to Declare a Good Cause Exception for House Bill 3-Armed Security Officer Requirement:** Moved by Hawkins, seconded by Thayer to approve Resolution to Declare a Good Cause Exception for House Bill 3-Armed Security Officer Requirement as presented.

Motion unanimously approved.

26405 **Consent Agenda:** Moved by Brown, seconded by Miller to approve the Consent Agenda as presented.

- A. Request for Approval of Minutes of Meetings
- B. Request for Approval of Bills for Payment
- C. Request for Approval of Acceptance of Donations Over \$10,000
- D. Request for Approval of Annual Investment Report
- E. Request for Approval of Amendments to the Student Code of Conduct
- F. Request for Approval of Interlocal Agreement between the Ector County Independent School District and Communities in Schools of the Permian Basin, Inc.
- G. Request for Approval of Data Sharing Agreement between the University of Texas Permian Basin and Ector County Independent School District 2023-2025
- H. Request for Approval of Board T-TESS and T-PESS Appraisers for 2023-2024
- I. Request for Approval of Board T-TESS and T-PESS Appraisal Calendar for 2023-2024
- J. Request for Approval of Initial Memorandum of Understanding with the University of Texas of the Permian Basin for Principal Fellow Masters Program 2023-2024
- K. Request for Approval of Annual Renewal of Memorandum of Understanding with Texas Tech University for Principal Fellow Masters Program 2023-2024
- L. Request for Approval of the 2023-2024 Ector County ISD Professional Learning Plan

Motion unanimously approved.

Report/ Discussion Items

26406 **Strategic Plan Quarterly Update:** Superintendent Dr. Scott Muri opened this item for discussion. This presentation focused on three specific projects: 1) Cultivate Talent Pipelines, 2) Strengthen Professional Learning Community, and 3) Implement a Learning Management System.

First, Cultivating Talent Pipelines have been developed to a sustainable system for recruiting, developing, and retaining highly-qualified educators. Specifically, this item outlined the growing teacher residency program, Future Teachers of Odessa for high school students, and Principal Fellow programs with Texas Tech and the University of Texas Permian Basin.

Second, Professional Learning Community (PLCs) are groups of educators who meet together regularly to grow professionally, and enhance their effectiveness in improving student outcomes. PLCs strategically plan backward from the results they

want to achieve and then working backward to plan the steps to get there. Success is seen in dramatically improved school ratings.

Third, Learning Management System (LMS) are online platforms used by teachers to deliver instruction to students. The LMS offers interactive tools not available offline, and ECISD uses two, Schoology and Seesaw. This is the 4th year of use and focus is on providing professional learning to help staff use it effectively to benefit students' learning.

No action required.

26407 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.] (The Board of Trustees will deliberate the retroactive hiring of the Principal at Wilson & Young Middle School and Austin Montessori Elementary School.) Deliberation Regarding Real Property – Section 551.072 of the Texas Government Code [Board will deliberate the purchase, exchange, lease, or value of real property.] (The Board of Trustees will discuss the purchase of real property.) Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board’s Attorney Regarding all Matters as Authorized by Law.] (Discussion of November 2023 Bond Election Rules.):**

Board President Christopher Stanley convened to closed session at 8:22 p.m.

Board President Christopher Stanley reconvened to open session at 9:33 p.m.

26408 **Request for Approval of Retroactive Personnel Recommendation to Hire Wilson & Young Middle School Principal:** Moved by Brown, seconded by Miller to approve the Retroactive Personnel Recommendation to Hire Megan Watts as the Wilson & Young Middle School Principal as presented.

Motion unanimously approved.

26409 **Request for Approval of Retroactive Personnel Recommendation to Hire Austin Montessori Elementary School Principal:** Moved by Miller, seconded by Hawkins to approve the Retroactive Personnel Recommendation to Hire Michael Skinner as the Austin Montessori Elementary School Principal as presented.

Motion unanimously approved.

26410 **Information Items:** The Board of Trustees were provided with the following information items: Acknowledgement of Donations 2023 Fourth Quarter; Added, Reclassified, and Removed Administrative Professional and Supplemental Pay; Purchasing Report; and Routine Personnel Report.

26411 **Closing Remarks by the Superintendent:** There were no closing remarks.

26412 **Adjournment:** Board President Christopher Stanley adjourned the Board meeting at 9:35 p.m.

Board President
Christopher Stanley

Board Secretary
Tammy Hawkins



REQUEST FOR APPROVAL OF BILLS FOR PAYMENT

Attached you will find a list of disbursements for the previous month for your approval.

TO: BOARD OF TRUSTEES
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

FROM: ACCOUNTS PAYABLE

RE: CHECK REGISTER

The following check amounts for the operations, materials and supplies for the maintenance of the School District are presented for your approval.

For the period 8/10/2023 to 9/13/2023

ANALYSIS RECAPITULATION	AMOUNT
Operating Fund:	\$ 18,091,725.25

ECTOR COUNTY ISD
CHECK REGISTER
08/10/2023 - 09/13/2023

DATE	PAYEE	AMOUNT
8/11	4IMPRINT INC	\$ 1,715.45
8/11	AUTOMATIC ICE MACHINE	1,795.25
8/11	FIRETROL PROTECTION SYSTEMS INC	9,300.00
8/11	HENRY SCHEIN INC	2,774.66
8/11	J W PEPPER & SON INC	1,093.99
8/11	REGION 13 EDUCATION SERVICE CENTER	1,995.00
8/16	AMERIPRIDE SERVICES INC.	517.26
8/16	BUCK'S WHEEL & EQUIPMENT COMPANY	2,982.60
8/16	CENTERS FOR CHILDREN & FAMILIES	2,250.00
8/16	COMPUDATA SOLUTIONS LLC	115.61
8/16	COMPUDATA SOLUTIONS LLC	558.49
8/16	DIAMOND BUSINESS SERVICES INC	2,339.06
8/16	GANDY INK	793.71
8/16	INDECO SALES INC	663.00
8/16	IXL LEARNING	17,600.00
8/16	KELLY-MOORE PAINT	113.88
8/16	LAKESHORE LEARNING MATERIALS	586.96
8/16	LAKESHORE LEARNING MATERIALS	446.77
8/16	LOU'S CLINICAL LAB INC	5,151.00
8/16	LRP PUBLICATIONS	11,025.00
8/16	MANSON WESTERN LLC	420.00
8/16	MIDLAND SAFETY & HEALTH SALES	475.00
8/16	MSC INDUSTRIAL SUPPLY CO.	509.76
8/16	AIM MEDIA TEXAS OPERATING LLC	957.75
8/16	ODESSA WINLECTRIC	23,688.00
8/16	O REILLY AUTO ENTERPRISES LLC	2,682.71
8/16	REALLY GOOD STUFF LLC	102.94
8/16	RENAISSANCE LEARNING INC	5,909.00
8/16	SCHOLASTIC BOOK FAIRS	914.28
8/16	SCHOLASTIC INC	171.31
8/16	SCHOOL DATEBOOKS INC	29,863.68
8/16	SCHOOL MATE	4,042.50
8/16	SECURED DOCUMENT SHREDDING INC	361.00
8/16	SOLUTION TREE INC	1,558.00
8/16	SUPER DUPER PUBLICATIONS	654.00
8/16	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	1,305.00
8/16	PARK PLACE PULBICATION LP	1,295.00
8/16	TRANE U.S. INC.	2,565.00
8/16	HTL OPERATING LLC	2,100.00
8/16	NAPA AUTO PARTS	163.99
8/16	MULTICARE PLUS	900.00
8/16	SIEMENS INDUSTRY, INC	34,235.00
8/16	STONE TOWER GRAFIX	2,923.48
8/16	TEXAS COUNCIL OF ADMINISTRATORS OF 853	875.00
8/16	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	2,505.07

8/16	SEESAW LEARNING	55,531.64
8/16	BEST CHOICE COFFEE SERVICES LLC	130.40
8/16	BEST CHOICE COFFEE SERVICES LLC	274.11
8/16	SCHOOL SPECIALTY LLC	3,706.09
8/16	SCHOOL SPECIALTY LLC	5,528.14
8/16	ODP BUSINESS SOLUTIONS LLC	214.05
8/23	ABSOLUTE FIRE PROTECTION INC	9,536.10
8/23	ALL ABOARD AMERICA!	9,529.96
8/23	AMERIPRIDE SERVICES INC.	517.26
8/23	AVID CENTER	131,599.00
8/23	B-LINE FILTER & SUPPLY INC	52.16
8/23	BUCK'S WHEEL & EQUIPMENT COMPANY	1,115.84
8/23	AUTOMATIC ICE MACHINE	1,035.64
8/23	COMPUTATA SOLUTIONS LLC	1,276.76
8/23	DIAMOND BUSINESS SERVICES INC	2,525.73
8/23	GANDY INK	7,847.76
8/23	GLOBAL EQUIP CO	963.59
8/23	NO TEARS LEARNING INC.	7,696.72
8/23	HENRY SCHEIN INC	1,926.37
8/23	VITAL SIGNS	1,194.30
8/23	LAKESHORE LEARNING MATERIALS	20,034.80
8/23	LAMPO GROUP LLC	15,999.99
8/23	LAWSON PRODUCTS INC	504.40
8/23	MANSON WESTERN LLC	6,379.00
8/23	MIDLAND SAFETY & HEALTH SALES	186.00
8/23	AIM MEDIA TEXAS OPERATING LLC	83.88
8/23	O REILLY AUTO ENTERPRISES LLC	1,392.55
8/23	REALLY GOOD STUFF LLC	9,401.81
8/23	SCHOLASTIC INC	1,027.55
8/23	SCHOOL MATE	2,053.05
8/23	SECURED DOCUMENT SHREDDING INC	429.08
8/23	THE BOSWORTH LTD	4,978.70
8/23	TRANE U.S. INC.	23,408.44
8/23	WOODBURN PRESS	1,546.71
8/23	GALLS LLC	63.35
8/23	FOLLETT SCHOOL SOLUTIONS INC	36,799.20
8/23	NAPA AUTO PARTS	230.96
8/23	SIEMENS INDUSTRY, INC	13,053.00
8/23	STONE TOWER GRAFIX	2,868.54
8/23	STONE TOWER GRAFIX	11,971.72
8/23	DESTINATION IMAGINATION, INC.	165.00
8/23	TOBII DYNAVOX LLC	5,412.80
8/23	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,303.45
8/23	CONTROL SOLUTIONS	504.00
8/23	JD PALATINE LLC	21.70
8/23	BEST CHOICE RESTAURANTS LLC	350.52
8/23	BEST CHOICE COFFEE SERVICES LLC	399.21
8/23	SCHOOL SPECIALTY LLC	2,366.98
8/23	SCHOOL SPECIALTY LLC	677.82
8/30	4IMPRINT INC	2,376.34

8/30	ALL ABOARD AMERICA!	16,639.20
8/30	BSN SPORTS INC	2,734.57
8/30	CEV MULTIMEDIA	9,975.00
8/30	AUTOMATIC ICE MACHINE	7,469.45
8/30	COMPUDATA SOLUTIONS LLC	115.04
8/30	DEMIDEC RESOURCES	2,250.00
8/30	DIAMOND BUSINESS SERVICES INC	6,503.08
8/30	FIRETROL PROTECTION SYSTEMS INC	19,673.00
8/30	FRANKLIN-COVEY CLIENT SALES, INC.	3,600.00
8/30	GANDY INK	1,935.00
8/30	IMP/INTERNATIONAL MEETING PLANNERS	220.00
8/30	J W PEPPER & SON INC	97.74
8/30	LAKESHORE LEARNING MATERIALS	12,637.60
8/30	ODESSA COLLEGE	60.00
8/30	O REILLY AUTO ENTERPRISES LLC	782.80
8/30	PERMA-BOUND BOOKS	3,025.75
8/30	REALLY GOOD STUFF LLC	90.26
8/30	REGION 13 EDUCATION SERVICE CENTER	450.00
8/30	RENAISSANCE LEARNING INC	7,100.00
8/30	SCANTRON CORP	276.00
8/30	SCHOOL MATE	3,177.46
8/30	SECURED DOCUMENT SHREDDING INC	320.00
8/30	SIMS PLASTIC INC	5,832.93
8/30	THE BOSWORTH LTD	25,560.84
8/30	TRANE U.S. INC.	71,377.63
8/30	GALLS LLC	4,076.53
8/30	ASSESSMENT TECHNOLOGIES INSTITUTE LLC	52,975.00
8/30	KAGAN PUBLISHING AND PROFESSIONAL DEVELOPMENT	108.00
8/30	SIEMENS INDUSTRY, INC	26,856.00
8/30	STONE TOWER GRAFIX	871.75
8/30	ROSETTA STONE LTD.	21,250.00
8/30	RTC INC.	2,291.32
8/30	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,366.32
8/30	CHAMPION TRUCK & TRAILER INC	3,500.00
8/30	BEST CHOICE COFFEE SERVICES LLC	248.00
8/30	SCHOOL SPECIALTY LLC	911.52
8/30	ODP BUSINESS SOLUTIONS LLC	3,553.36
9/6	ALL ABOARD AMERICA!	15,575.85
9/6	AMERIPRIDE SERVICES INC.	517.26
9/6	B-LINE FILTER & SUPPLY INC	3,050.00
9/6	BUCK'S WHEEL & EQUIPMENT COMPANY	294.23
9/6	CMC BUSINESS SYSTEMS INC	1,715.36
9/6	CRISIS PREVENTION INSTITUTE INC	200.00
9/6	DIAMOND BUSINESS SERVICES INC	895.00
9/6	GANDY INK	1,270.80
9/6	GOPHER SPORT	1,755.95
9/6	IMP/INTERNATIONAL MEETING PLANNERS	220.00
9/6	J W PEPPER & SON INC	258.00
9/6	VITAL SIGNS	240.00
9/6	LAKESHORE LEARNING MATERIALS	1,255.73

9/6	MARK'S PLUMBING PARTS	6,985.04
9/6	MIDLAND SAFETY & HEALTH SALES	503.00
9/6	MORRISON SUPPLY CO	65.18
9/6	ODESSA COLLEGE	74.13
9/6	ODESSA WINLECTRIC	586.97
9/6	O REILLY AUTO ENTERPRISES LLC	1,090.08
9/6	REGION 13 EDUCATION SERVICE CENTER	1,622.00
9/6	ROCHESTER 100 INC.	1,200.00
9/6	SCHOOL DATEBOOKS INC	7,621.52
9/6	SECURED DOCUMENT SHREDDING INC	304.00
9/6	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	170.00
9/6	THE BOSWORTH LTD	28,276.48
9/6	BROADWAY MOTORS INC	375.00
9/6	NAPA AUTO PARTS	429.65
9/6	STONE TOWER GRAFIX	211.92
9/6	STONE TOWER GRAFIX	2,222.95
9/6	FIREPLACE INC	1,360.00
9/6	RTC INC.	78.00
9/6	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,396.52
9/6	TOWNSQUARE MEDIA ODESSA	1,495.00
9/6	SOUTHERN TIRE MART LLC	450.00
9/6	GATEWAY EDUCATION HOLDINGS LLC	412,384.85
9/6	BEST CHOICE COFFEE SERVICES LLC	72.30
9/6	BEST CHOICE COFFEE SERVICES LLC	457.02
9/6	PARTS TOWN, LLC	551.68
9/6	SCHOOL SPECIALTY LLC	652.70
9/6	B E PUBLISHING	2,495.00
9/6	AGIREPAIR INC	7,500.00
9/13	4IMPRINT INC	1,089.39
9/13	ACE MART RESTAURANT SUPPLY CO	6,673.92
9/13	ALL ABOARD AMERICA!	11,786.08
9/13	AMERICAN SALES AND SERVICE INC	1,680.00
9/13	AMERIPRIDE SERVICES INC.	551.52
9/13	ASCD	239.00
9/13	BSN SPORTS, INC DBA US GAMES	3,510.00
9/13	CENTERS FOR CHILDREN & FAMILIES	2,250.00
9/13	AUTOMATIC ICE MACHINE	1,166.53
9/13	COMPUTATA SOLUTIONS LLC	1,140.69
9/13	CONSOLIDATED ELECTRICAL DISTRIBUTORS	24.24
9/13	DIAMOND BUSINESS SERVICES INC	5,380.20
9/13	DRAMATIC PUBLISHING	330.00
9/13	FLINN SCIENTIFIC INC	2,511.00
9/13	FRANKLIN-COVEY CLIENT SALES, INC.	3,501.00
9/13	NO TEARS LEARNING INC.	3,619.35
9/13	HENRY SCHEIN INC	5,327.46
9/13	HENRY SCHEIN INC	436.06
9/13	J W PEPPER & SON INC	1,892.19
9/13	VITAL SIGNS	1,824.75
9/13	LAKESHORE LEARNING MATERIALS	4,872.40
9/13	MANSON WESTERN LLC	420.00

9/13	MIDLAND SAFETY & HEALTH SALES	240.00
9/13	MSC INDUSTRIAL SUPPLY CO.	6,245.88
9/13	AIM MEDIA TEXAS OPERATING LLC	553.00
9/13	ODESSA COLLEGE	1,220.00
9/13	O REILLY AUTO ENTERPRISES LLC	917.43
9/13	ORIENTAL TRADING COMPANY INC	83.30
9/13	POSITIVE PROMOTIONS	2,178.96
9/13	SCHOLASTIC INC	98.89
9/13	SCHOOL NURSE SUPPLY INC	561.36
9/13	SECURED DOCUMENT SHREDDING INC	48.00
9/13	SHAR PRODUCTS CO	951.11
9/13	SIMS PLASTIC INC	40.89
9/13	TEXAS ART EDUCATION ASSOCIATION (TAEA)	55.00
9/13	TEACHER CREATED MATERIALS INC	2,239.20
9/13	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	85.00
9/13	THE BOSWORTH LTD	18,513.99
9/13	TRANE U.S. INC.	8,070.49
9/13	UNITED STATES ACADEMIC	2,059.00
9/13	WEST MUSIC CO	78.50
9/13	WOLFCOM ENTERPRISES	3,173.00
9/13	DISCOVERY EDUCATION INC	41,250.00
9/13	NAPA AUTO PARTS	401.88
9/13	MULTICARE PLUS	450.00
9/13	STONE TOWER GRAFIX	572.53
9/13	STONE TOWER GRAFIX	918.25
9/13	FIREPLACE INC	2,799.00
9/13	RTC INC.	43.76
9/13	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,365.16
9/13	DECKER INC	381.25
9/13	BEST CHOICE RESTAURANTS LLC	228.33
9/13	BEST CHOICE COFFEE SERVICES LLC	25.50
9/13	SCHOOL SPECIALTY LLC	2,443.10
8/11	ALEXANDRIA DOBBINS	96.33
8/11	AMPLIFIED IT LLC	1,200.00
8/11	CDW-G	387.25
8/11	CHRISTINA SALINAS	138.77
8/11	CINNAMON JEAN WOODY	157.00
8/11	DAVID MOLINAR	30.62
8/11	DONNA MARIA SEABROOKS	25.00
8/11	DORA ALVARADO	52.90
8/11	EMILY HATCH	1,680.00
8/11	ERIN REDDELL	52.90
8/11	GUADALUPE HOLGUIN	127.11
8/11	IMELDA G LOYA	138.77
8/11	IRMA L ALMAGER	250.00
8/11	JULIE DRAINER	188.87
8/11	LEAD4WARD LLC	1,470.00
8/11	LINDSEY K RATLIFF	57.75
8/11	LIZZA CAMPOS	57.75
8/11	MEAGAN RENTERIA	57.75

8/11	MONIQUE NICHOLE SELLERS	25.00
8/11	AMADA CARRASCO	48.25
8/11	PATRICIA LOGAN	80.76
8/11	RACHEL PARKER	202.97
8/11	S3STRATEGIES	6,075.00
8/11	SAM'S CLUB DIRECT	3.00
8/11	SOCIAL STUDIES SCHOOL SERVICE	3,352.50
8/11	TEXAS ACADEMIC DECATHLON FOUNDATION	100.00
8/11	THIRD FUTURE SCHOOLS TEXAS	135,747.51
8/11	TNTP. INC.	200,000.00
8/11	CODY STEPHENS FOUNDATION	500.00
8/11	PETTY CASH	374.00
8/11	PETTY CASH	1,378.72
8/16	2W INTERNATIONAL LLC	3,500.00
8/16	7 MINDSETS ACADEMY LLC	49,375.00
8/16	ALISHA BUSS HOLGUIN	154.00
8/16	AMAZON CAPITAL SERVICES	14,776.21
8/16	ANA LEE TARANGO	79.46
8/16	ANTHONY GARCIA	385.19
8/16	APPLE, INC	2,810.00
8/16	ATHLETIC SUPPLY INC	13,928.00
8/16	ATKINS HOLLMAN JONES PEACOCK	3,539.00
8/16	ATMOS ENERGY	18,377.69
8/16	BIMBO BAKERIES USA	40.05
8/16	BLADES GROUP LLC	2,108.00
8/16	BLUE STAR BUS SALES LTD	854.24
8/16	BRONSON WIRE	108.00
8/16	BRUNSON FAMILY BBQ	1,029.29
8/16	SPARKLIGHT	8,174.60
8/16	SPARKLIGHT	246.56
8/16	CAITLIN BOAL	842.85
8/16	CAVALLO ENERGY TEXAS LLC	126,866.61
8/16	CDW-G	17,931.91
8/16	CENTRAL NATIONAL GOTTESMAN INC	4,117.67
8/16	CHARLES AND LEZIEE CHURCHFIELD	18,689.44
8/16	NBCEC INC	552.95
8/16	CIRCLE P RANCH SUPPLY INC	231.90
8/16	CITY OF ODESSA WATER DEPT	191,164.58
8/16	COCA-COLA SOUTHWEST BEVERAGES LLC	352.80
8/16	CODY DOMINGUEZ	450.00
8/16	S&T ODESSA LLC	256.00
8/16	CRYSTAL DAY	331.40
8/16	CULLIGAN WATER CONDITIONING OF WEST TEXAS	1,548.17
8/16	CURRICULUM ASSOCIATES INC	212,871.26
8/16	CUSTOM WHOLESALE SUPPLY INC	2,000.54
8/16	CYNTHIA RETANA	99.26
8/16	CYNTHIA SUE BISHOP	2,500.00
8/16	DA'NIEL BEAUCHAMP	998.03
8/16	DS WATERS OF AMERICA INC	38.97
8/16	DSB WORLDWIDE INC	810.00

8/16	ECTOR COUNTY UTILITY DISTRICT	12,085.64
8/16	EDUPROJECT ELL LLC	93,430.24
8/16	ELIZABETH AVILA	154.00
8/16	EPALLET INC	35,838.60
8/16	FERGUSON FACILITIES SUPPLY	398.80
8/16	FRONTLINE TECHNOLOGIES GROUP LLC	43,166.63
8/16	FRONTLINE TECHNOLOGIES GROUP LLC	75,000.00
8/16	G H DAIRY	29,058.16
8/16	GARDENDALE WATER CO	68.00
8/16	GEORGINA FIGUEROA	18.17
8/16	GRAINGER	4,184.36
8/16	GRANDE COMMUNICATIONS NETWORK LLC	1,626.71
8/16	HILCO PARTNERS LLC	2,000.00
8/16	HILL COUNTRY DOG CENTER LLC	8,750.00
8/16	IMAGINE LEARNING LLC	340,075.00
8/16	INDUSTRIAL COMMUNICATIONS	129.60
8/16	INK LION DESIGNS, LLC	19,851.61
8/16	INSOURCE INSURANCE GROUP, LLC	71.00
8/16	INTERNATIONAL ASSURANCE	69,193.03
8/16	JUDITH CAWLEY	77.35
8/16	JUDITH CAWLEY	198.35
8/16	JUMBURRITO	146.20
8/16	JUMBURRITO	1,120.80
8/16	KAY'S EMBLEMS INC	4,684.00
8/16	KRISTEN VESELY	133.98
8/16	LA MARGARITA	215.82
8/16	LABATT FOOD SERVICE	75,497.01
8/16	LEAD4WARD LLC	9,750.00
8/16	LENNOX INDUSTRIES INC	1,922.00
8/16	LUNCH MONY INC	1,299.97
8/16	MANEUVERING THE MIDDLE LLC	876.00
8/16	MARIA ORTIZ	256.33
8/16	MARK BENNETT	226.04
8/16	MARK BENNETT	1,939.83
8/16	MARTA ALVARADO	1,258.87
8/16	MICHAEL ELLIS	200.00
8/16	MICHAEL HAWLEY	52.00
8/16	MICHAEL HAWLEY	1,269.56
8/16	MIGHTY WASH OPERATIONS LLC	650.00
8/16	MONICA NAVIDAD VERDIN	1,780.42
8/16	N-TUNE MUSIC & SOUND INC	5,389.00
8/16	NATIONAL FOOD GROUP INC	3,776.00
8/16	NATIONAL TRAVEL SYSTEMS	879.39
8/16	NIMBUS DRINKING WATER SYSTEMS	101.00
8/16	NOTABLE INC	46,006.00
8/16	ODESSA EAST ROTARY CLUB	720.00
8/16	PAUL HESTON KING	1,610.00
8/16	ODESSA SIGN SOLUTION LLC	66.50
8/16	SEWCO INC	26,587.59
8/16	OPERATIONAL SUPPORT SERVICES INC	140.00

8/16	OTIS ELEVATOR COMPANY INC	675.00
8/16	SHANNON D GAYLOR	950.00
8/16	PERMIAN MOVERS, INC.	1,395.00
8/16	PETER C GORMAN	5,229.66
8/16	PETROLEUM TRADERS CORPORATION	20,543.81
8/16	PETROPLEX OFFICE SUPPLY, INC.	383.32
8/16	PRECISION BUSINESS MACHINES INC (PBM)	2,130.93
8/16	PRESENCE LEARNING INC	428.00
8/16	PROCARE SOFTWARE HOLDING LLC	948.00
8/16	REBECCA J NORRIS	154.00
8/16	REGION 18 EDUCATION SERVICE CENTER	3,095.00
8/16	RIVERSIDE ASSESSMENTS LLC	2,974.14
8/16	ROBERT AVOSSA	2,000.00
8/16	ROBERT BRESCIA	550.00
8/16	ROBERTS TRUCK CENTER OF TEXAS	1,720.94
8/16	ROBIN FAWCETT	56.43
8/16	ROSAS CAFE / BOBBY COX Co.	1,498.34
8/16	ROSAS CAFE / BOBBY COX Co.	368.67
8/16	SAM'S CLUB DIRECT	9,975.92
8/16	SANDRA BANDA	56.43
8/16	SANDRA KERR	154.00
8/16	SANDY OCHOA	66.48
8/16	SARAH R AGUIRRE	77.08
8/16	SCARBOROUGH SPECIALTIES, INC	1,761.63
8/16	TTCO HOLDING COMPANY INC	37,058.00
8/16	SENOVIO ORTIZ	154.00
8/16	SEVERIN INTERMEDIATE HOLDINGS, LLC	70,833.78
8/16	SHARI RILEY	52.00
8/16	SHARI RILEY	1,708.76
8/16	SHELBYE HILL	587.46
8/16	CENTERING ON CHILDREN	1,648.15
8/16	SLAM DUNK FOOD 2 LLC	1,180.00
8/16	SOUTHERN MAID DONUTS	114.00
8/16	SOUTHERN MAID DONUTS	456.00
8/16	STAR TECH GROUP	10,000.00
8/16	STEPHEN TROUB	105.00
8/16	STERICYCLE	202.85
8/16	SYLVESTER HATTEN	105.00
8/16	SYSCO USA, INC	41,832.00
8/16	TEXAS ASSOCIATION OF SCHOOL	705.00
8/16	TEACHERS FIRST LLC	3,500.00
8/16	TASB, INC	2,500.00
8/16	TASB, INC	4,000.00
8/16	TEXAS STATEWIDE NETWORK OF ASSESSMENT PROFESSIONAL	120.00
8/16	THE LITTLE SIGN COMPANY INC	630.00
8/16	THE MCCRELESS COMPANY	10.40
8/16	THIS IS LANGUAGE	14,940.00
8/16	TRACEY BORCHARDT	292.50
8/16	TYLER THOMPSON	976.15
8/16	TYLER THOMPSON	350.00

8/16	TYSON PREPARED FOOD, INC.	34,071.03
8/16	UNITED REFRIGERATION	3,596.12
8/16	THE UNIVERSITY OF TEXAS AT AUSTIN	9,500.00
8/16	UNIVERSITY OF TEXAS AT AUSTIN HIGH SCHOOL	595.00
8/16	UTPB SFM	4,381.88
8/16	VERIZON WIRELESS SERVICES LLC	1,207.80
8/16	IMPERIAL BAG & PAPER LLC	44,264.63
8/16	WEST TEXAS POWER SPORTS DEVELOPMENT	1,794.54
8/16	WHITLEY PENN LLP	16,035.00
8/16	XEROX CORPORATION	26,737.25
8/16	XEROX CORPORATION	660.23
8/16	ZSPACE INC	2,190.00
8/18	ABILENE COOPER HIGH SCHOOL	125.00
8/23	VP IMAGING INC	39,707.10
8/23	PIZZA HUT 35511	254.70
8/23	ALAN WILLIAMS	375.67
8/23	AMAZON CAPITAL SERVICES	33,540.72
8/23	ARA OF ODESSA	450.00
8/23	ASHLEY SELLERS	13.49
8/23	AT&T	9,195.56
8/23	ATHLETIC SUPPLY INC	3,315.00
8/23	ATKINS HOLLMAN JONES PEACOCK	21,143.92
8/23	BECKY RAMIREZ	12.46
8/23	BIMBO BAKERIES USA	4,411.05
8/23	BLUE STAR BUS SALES LTD	29.71
8/23	BRAINCHILD UNLIMITED INC	125,000.00
8/23	BRAKES AND WHEELS INC.	99.00
8/23	BRIAN SPROUL	1,000.00
8/23	CDW-G	211,918.17
8/23	CHRISTOPHER JOHN VAUGHAN	480.00
8/23	CHARLES AND LEZIEE CHURCHFIELD	8,467.20
8/23	CHERYL WILSON	41.07
8/23	NBCEC INC	458.00
8/23	CIRCLE P RANCH SUPPLY INC	96.98
8/23	COCA-COLA SOUTHWEST BEVERAGES LLC	175.00
8/23	COMMERCIAL FOOD SERVICE	1,743.87
8/23	CUSTOM WHOLESAL SUPPLY INC	1,374.94
8/23	DAVID A. KOCH, PHD	700.00
8/23	DOMTECH ELECTRICAL AND CONTROLS LLC	60,882.47
8/23	EICHELBAUM WARDELL HANSEN POWELL & MUNOZ PC	450.00
8/23	ELLEN SMITH	25.55
8/23	E OFFICIAL ENTERPRISES, INC.	1,267.91
8/23	EXHAUST SOUNDS INC.	456.00
8/23	FARRAH H WALTON	3,900.00
8/23	G H DAIRY	33,983.52
8/23	GARDENDALE WATER CO	777.00
8/23	GRAINER	13,597.44
8/23	GRANDE COMMUNICATIONS NETWORK LLC	21,378.42
8/23	HUMANEX VENTURES	8,020.00
8/23	HUMBERTO HERNANDEZ JR	7,788.21

8/23	I-CAR		1,100.00
8/23	INK LION DESIGNS, LLC		2,065.41
8/23	INSOURCE INSURANCE GROUP, LLC		71.00
8/23	INTERBORO PACKAGING CORP.		4,097.52
8/23	JANA AVERY		9.43
8/23	JESSICA KOLB		1,206.64
8/23	JESSICA N. MORENO		135.00
8/23	JOIE SEATON		7.79
8/23	JOLYNN VARELA		3.54
8/23	JON PHILLIPS		805.00
8/23	JOSE L DIAZ		295.00
8/23	JUDITH CAWLEY		2,626.03
8/23	JUMBURRITO		735.36
8/23	KAY'S EMBLEMS INC		5,975.00
8/23	LA MARGARITA		792.00
8/23	LABATT FOOD SERVICE		40,759.24
8/23	LEAD4WARD LLC		4,500.00
8/23	LINDE GAS & EQUIPMENT INC		2,853.81
8/23	LONE STAR LEARNING		251,160.00
8/23	LOVING GUIDANCE INC		5,350.00
8/23	LUIS SALCIDO		5,400.00
8/23	MARGARITA BROOKER		41.72
8/23	MARK VARELA		500.00
8/23	MAYFIELD PAPER COMPANY		69.79
8/23	MULTI-HEALTH SYSTEMS INC		96,000.00
8/23	N2Y, LLC		11,356.18
8/23	NATIONAL FOOD GROUP INC		87,092.00
8/23	NATIONAL MATH AND SCIENCE INITIATIVE, INC.		7,000.00
8/23	NATIONAL TRAVEL SYSTEMS		452.96
8/23	NC3 - NATIONAL COALITION OF CERTIFICATION CENTERS		11,520.00
8/23	NCS PEARSON INC		7,680.99
8/23	NETSYNC NETWORK SOLUTIONS		27,500.00
8/23	NIMBUS DRINKING WATER SYSTEMS		75.00
8/23	SEWCO INC		36,526.70
8/23	ADALIS MOTADA GONZALEZ		48.25
8/23	OUT OF THE SHELL, LLC		20,276.20
8/23	PABLO DAVILA		350.00
8/23	PATRICIA LOGAN		26.33
8/23	PENSKE COMMERCIAL VEHICLES US LLC		2,606.26
8/23	PERLA QUINTANA		700.00
8/23	SHANNON D GAYLOR		475.00
8/23	PERMIAN MOVERS, INC.		220.00
8/23	PERRY WEATHER		17,039.00
8/23	PETROLEUM TRADERS CORPORATION		29,007.86
8/23	PROJECT LEAD THE WAY INC		15,900.00
8/23	REGION 18 EDUCATION SERVICE CENTER		1,825.00
8/23	REYNOLDS MANUFACTURING CORPORATION		689.12
8/23	ROBERT AVOSSA		5,000.00
8/23	ROBERTS TRUCK CENTER OF TEXAS	862	2,217.74
8/23	RONALD PROMESSE		350.00

8/23	ROSA M DOMINGUEZ	7.79
8/23	SAM'S CLUB DIRECT	1,653.25
8/23	SAM'S CLUB DIRECT	615.70
8/23	SARAH L HAWKINS	138.00
8/23	SCENARIO LEARNING	19,555.75
8/23	SEVERIN INTERMEDIATE HOLDINGS, LLC	4,650.00
8/23	SEWELL FORD INC	472.91
8/23	SHERWIN WILLIAMS	1,082.36
8/23	SMITH CURRICULUM AND CONSULTING LLC	2,002.07
8/23	STEWART & STEVENSON LLC	735.00
8/23	SYSCO USA, INC	21,391.06
8/23	TEL/LOGIC INC.	36,720.00
8/23	TEXAS COMPTROLLER OF PUBLIC ACCOUNTS	100.00
8/23	TEXAS DEPARTMENT OF LICENSING AND REGULATION	300.00
8/23	TEXAS SCOTTISH RITE HOSPITAL	10,791.25
8/23	TEXAS TECH HEALTH SCIENCES CTR	8,465.00
8/23	THE HON COMPANY LLC C/O OFFICEWISE	4,999.00
8/23	THOMAS BONDS	200.00
8/23	TOM M. CARRIZALES	1,208.25
8/23	TYLER THOMPSON	280.00
8/23	UNITED PARCEL SERVICE INC	4.51
8/23	UNITED REFRIGERATION	1,552.51
8/23	UNIVERSITY MEDICAL SUPPLY	465.00
8/23	VALERIE HELITON	113.37
8/23	VICTORIA NORENA	7.07
8/23	IMPERIAL BAG & PAPER LLC	31,865.55
8/23	WALTER T. HENDERSON	562.50
8/23	WATTS EDLEADS CONSULTING LLC	6,100.00
8/23	WHITE HOUSE MEAT MARKET	806.65
8/23	XEROX CORPORATION	16,409.27
8/24	ABILENE COOPER HIGH SCHOOL	200.00
8/30	AGE OF LEARNING, INC.	228,000.00
8/30	AMAZON CAPITAL SERVICES	44,591.04
8/30	AMAZON CAPITAL SERVICES	1,765.10
8/30	AMERICAN EXPRESS	11,126.63
8/30	AMERICAN FAMILY LIFE & CANCER	41.50
8/30	AMERICAN FAMILY LIFE & CANCER	6.00
8/30	ANTHONY GARCIA	416.29
8/30	ANTONIO R GONZALEZ	509.54
8/30	APRIL MARIE DOMINGUEZ	196.87
8/30	AT&T MOBILITY	57.23
8/30	ATHLETIC SUPPLY INC	4,938.50
8/30	ATLANTIC BEVERAGE COMPANY LLC	10,721.76
8/30	AUDIO ACOUSTICS HEARING CENTERS	852.00
8/30	BARRY BROTHERS, LLC	88.20
8/30	BIMBO BAKERIES USA	4,330.47
8/30	BLUEFIN LLC	3,634.05
8/30	BRAKES AND WHEELS INC.	139.65
8/30	BRIANNA MCDOWELL	2.78
8/30	BYRNE BROS FOODS INC	8,252.40

8/30	CAVALLO ENERGY TEXAS LLC	191,502.02
8/30	CASEY WERNER	255.08
8/30	CDW-G	34,374.89
8/30	CENTRAL NATIONAL GOTTESMAN INC	471.38
8/30	NBCEC INC	275.50
8/30	CHRIS MINEO	177.00
8/30	CHRIS MINEO	35.00
8/30	CHRIS STANLEY	763.69
8/30	CHRISTINA GARCIA	600.00
8/30	CHRISTINE MASON CONSULTING	2,000.00
8/30	CHRISTOPHER SOTO	295.08
8/30	CARD INTEGRATORS CORPORATION	7,475.00
8/30	CITY OF ODESSA	350.00
8/30	CODY VALENZUELA	320.00
8/30	CULLIGAN WATER CONDITIONING OF WEST TEXAS	199.50
8/30	CUSTOM WHOLESALE SUPPLY INC	1,217.44
8/30	CYNTHIA SUE BISHOP	3,250.00
8/30	DAVID CUPP	196.87
8/30	DAWNNA TALLEY	196.87
8/30	DAXWELL	13,968.00
8/30	DEBORAH PINA	961.38
8/30	DELMA ABALOS	1,362.09
8/30	ECOLAB INC	12,068.01
8/30	EICHELBAUM WARDELL HANSEN POWELL & MUNOZ PC	650.00
8/30	ELUMA LLC	5,742.50
8/30	FIRST FINANCIAL ADMINISTRATORS	30,089.40
8/30	FIRST FINANCIAL ADMINISTRATORS	17,750.00
8/30	FIRST FINANCIAL ADMINISTRATORS	68,173.00
8/30	FIRST FINANCIAL ADMINISTRATORS	3,675.00
8/30	FIRST FINANCIAL ADMINISTRATORS	14,244.00
8/30	FIRST FINANCIAL ADMINISTRATORS	1,282.18
8/30	FIRST FINANCIAL ADMINISTRATORS	1,368.20
8/30	FIRST FINANCIAL ADMINISTRATORS	9,640.01
8/30	FIRST FINANCIAL ADMINISTRATORS	6,621.88
8/30	FIRST FINANCIAL ADMINISTRATORS	5,043.17
8/30	FIRST FINANCIAL ADMINISTRATORS	4,382.00
8/30	FIRST FINANCIAL ADMINISTRATORS	4,798.26
8/30	FIRST FINANCIAL ADMINISTRATORS	64,175.08
8/30	FIRST FINANCIAL ADMINISTRATORS	2,474.35
8/30	G H DAIRY	34,496.52
8/30	GARDENDALE WATER CO	448.00
8/30	HEALTH SERVICES ADMINISTRATION	25,436.00
8/30	HEATHER POTTS	862.16
8/30	HILBERTO OCHOA	240.53
8/30	HORACE MANN INS CO	48.82
8/30	STACY ELIZABETH PETTIT	2,500.00
8/30	JACKSON VINES	210.00
8/30	JAMI LYN GATEWOOD	196.87
8/30	JASMIN BELSOM-TORRES	240.00
8/30	JESSE GONZALEZ	320.00

8/30	JNT RESOURCES PARTNERS, LP	265.15
8/30	JNT RESOURCES PARTNERS, LP	1,459.19
8/30	JNT RESOURCES PARTNERS LP	33,460.00
8/30	JOE ANGEL FLORES	512.16
8/30	JONATHAN ALSHEIMER	5,000.00
8/30	JOSE MINJAREZ	559.71
8/30	JUDITH CAWLEY	166.65
8/30	JUMBURRITO	219.25
8/30	KAY'S EMBLEMS INC	702.50
8/30	KENNY NORRIS	320.00
8/30	KODERLABS LLC	750.00
8/30	LABATT FOOD SERVICE	43,373.18
8/30	LEAD4WARD LLC	24,000.00
8/30	LINDSEY K RATLIFF	196.87
8/30	LONE STAR SIGNS OF WEST TEXAS	5,920.00
8/30	LUIS SALCIDO	900.00
8/30	LVR COMMERCIAL FLOORING	78,626.00
8/30	MADELEINE MUNOZ	400.00
8/30	MARK BENNETT	1,136.82
8/30	MARK BENNETT	1,303.55
8/30	MERGE LABS, INC	58,780.40
8/30	MICHELLE GALINDO	944.27
8/30	MIGHTY WASH OPERATIONS LLC	900.00
8/30	MONICA NAVIDAD VERDIN	196.87
8/30	NATIONAL FOOD GROUP INC	36,005.12
8/30	NATIONAL TRAVEL SYSTEMS	3,241.20
8/30	NCS PEARSON INC	7,728.00
8/30	NEW MEXICO CHILD SUPPORT	300.00
8/30	NEW MEXICO CHILD SUPPORT	659.00
8/30	SEWCO INC	34,527.23
8/30	SONYA VALDEZ	95.00
8/30	OTIS ELEVATOR COMPANY INC	3,262.50
8/30	KRISTEN PAGE CRAWFORD FEHLING	20,000.00
8/30	SHANNON D GAYLOR	1,697.60
8/30	PETROLEUM TRADERS CORPORATION	28,150.61
8/30	PLASCO ID HOLDING LLC	12,181.67
8/30	PRECISION BUSINESS MACHINES INC (PBM)	1,524.35
8/30	ROBERTS TRUCK CENTER OF TEXAS	181.92
8/30	RONALD PROMESSE	280.00
8/30	RONALD PROMESSE	200.00
8/30	ROSELL D CAUFIELD	2,600.00
8/30	ROUND ROCK INDEPENDENT SCHOOL DISTRICT	150.00
8/30	SAM'S CLUB DIRECT	3,179.29
8/30	SAM'S CLUB DIRECT	80.90
8/30	SAMUEL GONZALEZ	13.12
8/30	SANDRA LOPEZ RAMIREZ	196.87
8/30	SEVERIN INTERMEDIATE HOLDINGS, LLC	34,200.29
8/30	SHELBY ESTEP	1,756.24
8/30	SHERWIN WILLIAMS	110.22
8/30	SLAM DUNK FOOD 2 LLC	128.00

8/30	STEPHANIE MORAN	6.19
8/30	STEVE GOFF PHOTOGRAPHY	325.00
8/30	SUMMER PERCIFIELD	6.19
8/30	SUMMIT K12 HOLDING INC	93,937.45
8/30	KIRSTEN DANIELLE YBARRA	2,585.00
8/30	SYSCO USA, INC	71,903.44
8/30	TAMMY HAWKINS	763.69
8/30	FRANK E GOMEZ	3,600.00
8/30	TEXAS ASSOCIATION OF SCHOOL	250.00
8/30	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED	320.00
8/30	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	375.00
8/30	TEXAS DEPARTMENT OF PUBLIC SAFETY	349.00
8/30	TEXAS LIFE INSURANCE CO	115,296.24
8/30	TEXAS STATE TEACHERS ASSOCIATION	28,110.32
8/30	TEXAS TECH HEALTH SCIENCES CTR	4,207.50
8/30	THE CINCINNATI LIFE INS. CO	224.48
8/30	TYLER THOMPSON	200.00
8/30	TYSON PREPARED FOOD, INC.	20,564.74
8/30	UNITED REFRIGERATION	477.74
8/30	UNITED STATES TREASURY	122.12
8/30	VENDING CONCEPTS	372.38
8/30	VERIZON WIRELESS SERVICES LLC	5,135.55
8/30	IMPERIAL BAG & PAPER LLC	11,962.12
8/30	WEST TEXAS EDUCATORS	228,595.76
8/30	XAP CORPORATION	5,220.00
9/6	ADVANCE STORES COMPANY , INC.	275.45
9/6	AMAZON CAPITAL SERVICES	47,323.67
9/6	AMAZON CAPITAL SERVICES	3,436.53
9/6	AMY ANDERSON	340.50
9/6	ANNIE ARREDONDO	231.17
9/6	ANTHONY GARCIA	528.66
9/6	ANTHONY JOEL SOROLA	541.40
9/6	AT&T	72.08
9/6	ATHLETIC SUPPLY INC	2,930.00
9/6	ATKINS HOLLMAN JONES PEACOCK	32,853.50
9/6	AUDIO ACOUSTICS HEARING CENTERS	690.00
9/6	B&H FOTO ELECTRONICS CORPORATION	2,246.08
9/6	DUSTIN RAY GREENLEE	1,104.00
9/6	BIMBO BAKERIES USA	7,362.98
9/6	BRAKES AND WHEELS INC.	360.35
9/6	CDW-G	138,738.43
9/6	CHANTAL HERNANDEZ	17.69
9/6	CHARLES AND LEZIEE CHURCHFIELD	77,162.32
9/6	CHERYL WILSON	51.88
9/6	CHRISTINE MASON CONSULTING	231.17
9/6	CHRISTOPHER MILLS	37.60
9/6	COMMERCIAL FOOD SERVICE	1,244.28
9/6	CONTROL TECHNOLOGIES INC	200,515.29
9/6	CULLIGAN WATER CONDITIONING OF WEST TEXAS	164.50
9/6	CUSTOM WHOLESALE SUPPLY INC	3,110.00

9/6	D.T. HOUSE MOVERS LLC	17,750.00
9/6	D.T. HOUSE MOVERS LLC	5,850.00
9/6	DAXWELL	1,830.60
9/6	DEANN WEEKLY	75.00
9/6	DS WATERS OF AMERICA INC	97.04
9/6	ED PRICE	36.00
9/6	EFRAIN MORENO	237.50
9/6	EICHELBAUM WARDELL HANSEN POWELL & MUNOZ PC	4,500.00
9/6	FEDEX	228.90
9/6	FIRST FINANCIAL ADMINISTRATORS	16,621.69
9/6	FIRST FINANCIAL ADMINISTRATORS	10,134.14
9/6	FIRST FINANCIAL ADMINISTRATORS	14,186.90
9/6	FIRST FINANCIAL ADMINISTRATORS	121,155.12
9/6	FIRST FINANCIAL ADMINISTRATORS	25,494.11
9/6	FIRST FINANCIAL ADMINISTRATORS	3,056.15
9/6	G H DAIRY	33,620.53
9/6	GARDENDALE WATER CO	122.00
9/6	GRAINGER	5,856.92
9/6	HAPPY GRINGO LLC	145.00
9/6	HAYNES & BOONE LLP	360.00
9/6	HOME DEPOT USA INC - STORE #562	1,240.71
9/6	JAIME MILLER	541.40
9/6	JOIE SEATON	32.23
9/6	JUDY RAMIREZ	95.17
9/6	JUMBURRITO	175.38
9/6	KAY'S EMBLEMS INC	396.25
9/6	KELLY STANSELL	231.17
9/6	KNOX ASSOCIATES INC	34,620.00
9/6	L WALLACE CONSTRUCTION CO INC	310,726.00
9/6	LABATT FOOD SERVICE	42,042.68
9/6	LAWNMOWER SALES AND SERVICE, INC	2,555.49
9/6	LISA WILLS	48.00
9/6	LONE STAR SIGNS OF WEST TEXAS	26,140.00
9/6	LONE STAR SIGNS OF WEST TEXAS	26,140.00
9/6	LONE STAR SIGNS OF WEST TEXAS	26,140.00
9/6	LUISANA MAURICIO	5.90
9/6	LYDICK HOOKS ROOFING CO OF MIDLAND INC	2,600.00
9/6	LYDICK HOOKS ROOFING CO OF MIDLAND INC	46,200.00
9/6	MAGDA RODRIGUEZ	33.01
9/6	MARGARITA BROOKER	29.67
9/6	MARK BENNETT	624.92
9/6	MARK BENNETT	1,250.29
9/6	MATTHEW SPIVY	6,000.00
9/6	MATTHEW SPIVY	595.62
9/6	MICHELLE GALINDO	25.94
9/6	NIMBUS DRINKING WATER SYSTEMS	48.00
9/6	NORA ISELA CRUZ	77.68
9/6	ODESSA FAMILY YMCA	78,556.00
9/6	SEWCO INC	5,415.78
9/6	ONCE RAMOS LLC	1,376.00

9/6	OTIS ELEVATOR COMPANY INC	71,696.00
9/6	PALOMAR MODULAR BUILDINGS, LLC	68,173.80
9/6	PALOMAR MODULAR BUILDINGS, LLC	272,695.20
9/6	PENSKE COMMERCIAL VEHICLES US LLC	5,163.39
9/6	PERMIAN MOVERS, INC.	1,114.00
9/6	PETER C GORMAN	3,000.00
9/6	POCKET NURSE ENTERPRISES INC	1,775.56
9/6	POSITIVE PHYSICS LLC	399.00
9/6	REGION 18 EDUCATION SERVICE CENTER	450.00
9/6	ROBERTS TRUCK CENTER OF TEXAS	265.74
9/6	RODNEY CHARLES ROMAN	600.00
9/6	RONALD PROMESSE	100.00
9/6	SAM'S CLUB DIRECT	3,443.66
9/6	SHELLEY WAGNER	231.17
9/6	SHELLEY WRIGHT	57.64
9/6	SHERWIN WILLIAMS	110.22
9/6	STEPHEN TROUB	175.00
9/6	STEPHEN TROUB	500.00
9/6	SUSAN HENDRICKS	190.50
9/6	SYSCO USA, INC	85,099.80
9/6	TASB, INC	3,000.00
9/6	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	1,840.00
9/6	TEXAS STATEWIDE NETWORK OF ASSESSMENT PROFESSIONAL	40.00
9/6	THE PITNEY BOWES	335.98
9/6	THIRD FUTURE SCHOOLS TEXAS	169,953.08
9/6	TROPHY DEN	993.00
9/6	TYLER THOMPSON	100.00
9/6	UNITED PARCEL SERVICE INC	56.38
9/6	UNITED REFRIGERATION	14,543.35
9/6	VANESSA SMITH BROWER	231.17
9/6	VICTORIA NORENA	92.29
9/6	VIZOCOM ICT LLC	63,900.00
9/6	WAWONA FROZEN FOOD I	35,262.72
9/6	WESTERN-BRW PAPER CO INC	325.50
9/6	WILLIAMS PAVING & EXCAVATION. INC	91,333.20
9/6	XEROX CORPORATION	28,863.17
9/6	XEROX CORPORATION	521.88
9/6	XEROX CORPORATION	138.35
9/6	YVETTE ABILA	963.44
9/13	AARON ALEX MOLINA	12.77
9/13	ABECEDARIAN	73.00
9/13	ADRIANA RAMIREZ	400.00
9/13	AIDE EMILIANO	25.48
9/13	ALAN WILLIAMS	1,328.72
9/13	ALBERT J VALENCIA	434.92
9/13	AMANDA PARSONS	700.00
9/13	AMAZON CAPITAL SERVICES	23,159.64
9/13	AMSTAR INC	29,402.06
9/13	ANDREA MORENO HEWITT	496.92
9/13	ANDRES DANIEL N BARAJAS	101.92

9/13	ANGELA JOHNSON	61.37
9/13	ANTHONY GARCIA	612.90
9/13	APRIL JOHNSON	132.57
9/13	ASHLEY SELLERS	151.50
9/13	AT&T	1,245.63
9/13	ATHLETIC SUPPLY INC	24,490.00
9/13	AUSTIN TREVINO	1,135.50
9/13	B&H FOTO ELECTRONICS CORPORATION	3,399.00
9/13	BARRY BROTHERS, LLC	570.60
9/13	DUSTIN RAY GREENLEE	276.00
9/13	BIMBO BAKERIES USA	7,353.21
9/13	BLAKE MCDONALD	33.14
9/13	DICK BLICK COMPANY	1,009.71
9/13	BLUEFIN LLC	47,522.02
9/13	BRADLEY MERRITT	26.00
9/13	BRAZOS DOOR & HARDWARE	13,546.00
9/13	BRITTANY CROWLEY	30.72
9/13	BRITTANY MOLINAR	71.86
9/13	BRITTANY SWAIM	37.34
9/13	SPARKLIGHT	246.56
9/13	CARNEGIE MELLON UNIVERSITY	1,099.00
9/13	CDW-G	255,004.66
9/13	DUNN RESTAURANT GROUP INC	335.43
9/13	NBCEC INC	45.09
9/13	CHRIS STANLEY	11.59
9/13	CHRIS STANLEY	1,036.39
9/13	CHRISTI WATSON	745.40
9/13	CHRISTINA SIFUENTEZ	43.03
9/13	CIRCLE P RANCH SUPPLY INC	249.99
9/13	CITY OF ODESSA WATER DEPT	233,401.51
9/13	CLARISA ARRAS	264.73
9/13	COCA-COLA SOUTHWEST BEVERAGES LLC	366.97
9/13	CODY GULLETT	91.63
9/13	CONTROL TECHNOLOGIES INC	7,861.59
9/13	CULLIGAN WATER CONDITIONING OF WEST TEXAS	489.75
9/13	CUMMINS SOUTHERN PLAINS LLC	783.20
9/13	CUSTOM WHOLESALE SUPPLY INC	2,702.15
9/13	CYNTHIA PINCH	2,347.41
9/13	D.T. HOUSE MOVERS LLC	5,850.00
9/13	DANIEL BUSTAMANTE	207.77
9/13	DANIEL P TIMMONS	139.39
9/13	DAVID A. KOCH, PHD	1,050.00
9/13	DAVID CORRAL	101.46
9/13	DAWN L MILLER	750.43
9/13	DAWNNA TALLEY	1,495.57
9/13	DELMA ABALOS	1,036.39
9/13	DOUGHBOY'S CAFE	264.50
9/13	ECTOR COUNTY APPRAISAL DIST	589,694.50
9/13	EDVANTAGE STRATEGY GROUP INC	46,250.00
9/13	ED PRICE	1,322.00

9/13	ELIZABETH ANN FLORES	745.40	
9/13	ELLEN SMITH	151.50	
9/13	ELUMA LLC	86,786.74	
9/13	EMILEE TRAMMEL	27.12	
9/13	EMILY MCFALL	4,643.73	
9/13	ENERGYCAP, INC	7,573.50	
9/13	ERIC GARCIA	190.30	
9/13	ESPAK INC	8,640.00	
9/13	G H DAIRY	23,800.44	
9/13	G T DISTRIBUTORS INC	232.00	
9/13	GABRIELA BARRY	71.40	
9/13	LET'S GAB PLLC	3,075.00	
9/13	GARDENDALE WATER CO	300.00	
9/13	GRAINGER	4,391.36	
9/13	GRANICUS LLC	1,390.00	
9/13	GRETCHEN BERNABEI	2,750.00	
9/13	HEIDI L HELFERICH	52.27	
9/13	HILCO PARTNERS LLC	2,000.00	
9/13	HOME DEPOT USA INC - STORE #562	2,387.34	
9/13	HUGO PAUL STIERHOLZ	350.00	
9/13	HUMANEX VENTURES	27,800.00	
9/13	HUMBERTO HERNANDEZ JR	18,703.78	
9/13	HURT EXTERMINATING	30,475.00	
9/13	HYDRO HOLDING NORTH AMERICA	43,006.00	
9/13	INK LION DESIGNS, LLC	495.50	
9/13	INSTRUCTURE INC	20,475.00	
9/13	INTERACTIVE HEALTH TECHNOLOGIES LLC	4,356.00	
9/13	INTERBORO PACKAGING CORP.	1,864.48	
9/13	INTERNATIONAL ASSURANCE	69,193.03	
9/13	KEVIN D BALLARD INC	1,403.75	
9/13	JANA AVERY	81.81	
9/13	JAVIER RUIZ	805.66	
9/13	JENNIFER WIMBERLEY	64.12	
9/13	JERIMIE HERNANDEZ	875.00	
9/13	JESSICA ARGUELLO-BRITO	390.00	
9/13	JESSICA DOMINGUEZ	538.34	
9/13	JOCELYNE AGUERO	26.59	
9/13	JOSE CAMPOS JR	437.12	
9/13	JUDITH CAWLEY	271.40	
9/13	JULIA KELTON	86.07	
9/13	KATELYN WATTS	258.96	
9/13	KAY'S EMBLEMS INC	437.00	
9/13	KENNER PRINTING	1,384.00	
9/13	KNOX ASSOCIATES INC	1,925.00	
9/13	KRISTI EICHER	112.27	
9/13	LABATT FOOD SERVICE	64,232.99	
9/13	LAKRISHA RODRIGUEZ	11.00	
9/13	LAUREN TAVAREZ	1,115.77	
9/13	LEARNING FORWARD TEXAS	870	18,897.00
9/13	LILIA NANEZ	151.50	

9/13	LISA WILLS	103.50
9/13	LIVESCHOOL INC	1,888.00
9/13	LONE STAR LEARNING	3,150.00
9/13	LONE STAR SIGNS OF WEST TEXAS	26,140.00
9/13	LUIS MENDOZA	43.62
9/13	MALINA ROUX	162.96
9/13	MANDY HINOJOS	498.22
9/13	MARIA ALVAREZ FERNANDEZ	1,050.00
9/13	MARIA ORTIZ	720.82
9/13	MARISSA LOPEZ	41.92
9/13	MARK BENNETT	3,700.00
9/13	MARK KNOX FLOWERS	135.00
9/13	MAXI AIDS INC	35.06
9/13	MCI FOODS INC	26,396.16
9/13	MICHAEL JOE WILLIAMSON	62.16
9/13	MICHELLE CONTRERAS	198.48
9/13	MICHELLE WEST	855.00
9/13	MIGUEL TORRES	150.12
9/13	NATALIE BERRIDGE	98.12
9/13	NATIONAL TRAVEL SYSTEMS	2,624.55
9/13	NIMBUS DRINKING WATER SYSTEMS	367.00
9/13	NUNEZ FENCE	105,700.00
9/13	NWEA	463,400.00
9/13	ODESSA DOWNTOWN INC	225.00
9/13	ODESSA SIGN SOLUTION LLC	2,239.50
9/13	SEWCO INC	30,825.20
9/13	OHS GRAPHIC DESIGN	90.00
9/13	OLIVIA PORRAS	121.90
9/13	210 CAROLYN DR	48.25
9/13	ADALIS MOTADA GONZALEZ	48.25
9/13	ADRIANA RIVERO	48.25
9/13	BETSY CLARK	25.00
9/13	DARLA LASHOMB	130.75
9/13	DARLA LASHOMB	73.00
9/13	GABRIELA ANAYA	48.25
9/13	GUADALUPE ARAGONEZ	37.60
9/13	IRENE G LUJAN	48.25
9/13	JOSSUHANI NAVARRETTE	20.00
9/13	LAURA ULLAURI PEREZ	48.25
9/13	LUZ JIMENEZ FLORAN	48.25
9/13	MARLENA MENDEZ	54.20
9/13	MARTHA JIMENEZ	48.25
9/13	MAYELA MUNOZ SAAVEDRA	48.25
9/13	NICOLASA ADAME MARTINEZ	48.25
9/13	PATRICIA ALVARADO	48.25
9/13	ORLANDO BONNEY	104.22
9/13	OTIS ELEVATOR COMPANY INC	5,400.00
9/13	PATHWAYZ COMMUNICATIONS INC	5,285.38
9/13	PATRICIA LOGAN	181.37
9/13	PBK ARCHITECTS, INC	30,158.93

9/13	PENSKE COMMERCIAL VEHICLES US LLC	1,375.06
9/13	PETROLEUM TRADERS CORPORATION	78,837.82
9/13	PETROPLEX OFFICE SUPPLY, INC.	1,270.86
9/13	SACHI TECH INC	3,000.00
9/13	PIRAINO CONSULTING, INC	1,000.00
9/13	PRECISION BUSINESS MACHINES INC (PBM)	269.95
9/13	PRISCILLA TORRES	37.21
9/13	R WATER LLC	25,740.00
9/13	RACHEL GALVAN	83.90
9/13	RAY DOMINGUEZ	32.23
9/13	REGION 18 EDUCATION SERVICE CENTER	1,000.00
9/13	ROBERT M THAYER	1,036.39
9/13	ROBERTS TRUCK CENTER OF TEXAS	9,288.87
9/13	RODNEY CHARLES ROMAN	210.00
9/13	ROSA M DOMINGUEZ	69.23
9/13	SAVANNAH SOTO	63.73
9/13	SCHOLASTIC NETWORK PARTNERS	1,800.00
9/13	SCHOOLMINT INC	30,296.70
9/13	SEVERIN INTERMEDIATE HOLDINGS, LLC	47,828.00
9/13	SEWELL FORD INC	59.21
9/13	SHERWIN WILLIAMS	1,452.53
9/13	STACEY J NUNEZ	213.79
9/13	STEVE BROWN	1,473.82
9/13	SWIVL, INC.	6,661.00
9/13	SYSCO USA, INC	88,717.62
9/13	TAMMY HAWKINS	1,036.39
9/13	TESS DONNER	14,025.00
9/13	TEXAS ASSOCIATION FOR BILINGUAL EDUCATION	1,600.00
9/13	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED	960.00
9/13	TASB, INC	72.00
9/13	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	3,879.00
9/13	TEXAS SCHOOL PUBLIC RELATIONS ASSOCIATION INC	1,150.00
9/13	TEXAS EXCAVATION SAFETY SYSTEM, INC.	24.70
9/13	TEXAS INTERNATIONAL BACCALAUREATE SCHOOLS	5,700.00
9/13	TEXAS SCHOOL ALLIANCE	20,900.00
9/13	TEXAS SCOTTISH RITE HOSPITAL	1,840.10
9/13	TEXAS TECH HEALTH SCIENCES CTR	800.00
9/13	TEXAS TECH HEALTH SCIENCES CTR	300.00
9/13	TEXAS TECH UNIVERSITY	45,000.00
9/13	TEXEDNEWS INC.	315.00
9/13	THE ALWAYS FOOD SAFE COMPANY	4,872.00
9/13	THE LINCOLN ELECTRIC COMPANY	825.00
9/13	THE VIRTUAL MEET EXPERIENCE LLC	350.00
9/13	THEODORE MCDONALD	123.01
9/13	TNTP. INC.	24,495.00
9/13	TYSON PREPARED FOOD, INC.	103,901.15
9/13	UNITED REFRIGERATION	2,329.97
9/13	URBAN SCHOOLS HUMAN CAPITAL ACADEMY	20,000.00
9/13	VERIZON WIRELESS SERVICES LLC	3,694.83
9/13	VIKTORIA R HENDERSON	83.84

9/13	IMPERIAL BAG & PAPER LLC	6,632.55
9/13	WALSH GALLEGOS TREVINO KYLE & ROBINSON PC	606.50
9/13	WALTER T. HENDERSON	189.35
9/13	WAWONA FROZEN FOOD I	69,590.40
9/13	WAYNE JEROD WOODALL	1,187.86
9/13	WILLIAMS PAVING & EXCAVATION. INC	5,500.00
9/13	XEROX CORPORATION	9,451.01
9/13	XEROX CORPORATION	147.98
9/13	XEROX CORPORATION	145.44
9/13	YVETTE BRUSUELAS	375.00
8/10	THIRD FUTURE SCHOOLS TEXAS	1,119,164.00
8/10	UTPB	258,186.00
8/14	AETNA LIFE INSURANCE COMPANY	646,252.01
8/14	PCARX LLC	159,088.79
8/14	PCARX LLC	113,331.08
8/17	AETNA LIFE INSURANCE COMPANY	112,525.00
8/21	AETNA LIFE INSURANCE COMPANY	333,877.08
8/21	PCARX LLC	103,285.44
8/28	AETNA LIFE INSURANCE COMPANY	320,721.62
8/28	CAREATC INC	150.00
8/28	CAREATC INC	4,459.03
8/28	PCARX LLC	151,805.72
9/5	AETNA LIFE INSURANCE COMPANY	337,445.31
9/5	PCARX LLC	138,694.12
9/5	CAREATC INC	7,222.22
9/5	CAREATC INC	96,039.32
9/7	PCARX LLC	18,610.24
9/7	WELLSPRING TELEHEALTH	11,280.00
9/7	THIRD FUTURE SCHOOLS TEXAS	1,106,225.00
9/7	UTPB	186,178.00
	TOTAL NUMBER OF CHECKS WRITTEN FOR DISTRICT	1025
	TOTAL AMOUNT WRITTEN FOR DISTRICT	\$ 18,091,725.25



Request for Approval of Acceptance of Donations over \$10,000

In accordance with policy CDC (local), Ector County ISD is requesting approval to receive the following donations greater than \$10,000.

Amount	Fund	From	Description
\$435,500	199	Cal Ripken, Sr. Foundation	Provide STEM labs for remaining 13 elementary campuses year 2
\$146,850	463	Charles Butt Foundation	Raising Blended Learners grant year 3
\$52,097	199	ECISD Foundation	Transit Van for Literacy Program
\$21,800	199	Permian Basin Workforce Development Board	Childcare staff tenure bonuses
\$19,444	199	Reagan ES PTA	Choral Risers
\$12,500	199	ECISD Foundation	Portion of Grant Writer salary
\$12,000	482	ECISD Foundation	Johnson ES Building Foundational Math
\$12,000	482	ECISD Foundation	STEM Academy Unlocking the Secrets of the Brain



ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
 Odessa, Texas

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / Lisa Wills
 Principal OR Director

_____ / Curriculum & Instruction
 School OR Department

Cal Ripken, Sr. Foundation - Steve Salem, CEO
 Name of Donor (if organization, please include name of president)

1427 Clarkview Road, Suite 100 Baltimore, Maryland 21209

Mailing address City State Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
STEM Labs (13)	\$465,000 \$435,000	To provide elementary campuses with materials and equipment for a STEM lab
	\$	33,500 & 13
	\$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable

875

REMARKS _____

(x) Approval () Disapproval Lisa Wills 9-1-23
 PRINCIPAL / DIRECTOR Date

(x) Approval () Disapproval Celeste Potter 9-12-23
 DIRECTOR OF DEVELOPMENT Date

(x) Approval () Disapproval SDH 9/15/23
 CHIEF FINANCIAL OFFICER Date
 (The following approval required for a single donation/gift of \$10,000 or more)

() Approval () Disapproval _____
 SUPERINTENDENT OF SCHOOLS Date

Deborah Ottmers

From: Lisa Wills
Sent: Thursday, September 7, 2023 1:34 PM
To: Margarita Brooker; Deborah Ottmers
Subject: RE: Donation Form - Cal Ripken Foundation- STEM Labs

Deborah,

Below are the campuses that received the labs this year.

- | 2023 – 2024 |
|----------------|
| 1.AEP |
| 2.Austin |
| 3.Blanton |
| 4.Burleson |
| 5.Burnet |
| 6.Cameron |
| 7.Downing |
| 8.Fly |
| 9.Hays |
| 10.Sam Houston |
| 11.San Jacinto |
| 12.Travis |
| 13.West |



Lisa Wills
Executive Director of Curriculum and Instruction
Ector County ISD
Phone: 432.456.8491
Email: lisa.wills@ectorcountyisd.org

From: Margarita Brooker <Margarita.Brooker@ectorcountyisd.org>
Sent: Tuesday, September 5, 2023 10:41 PM
To: Lisa Wills <Lisa.Wills@ectorcountyisd.org>
Subject: Fw: Donation Form - Cal Ripken Foundation- STEM Labs

876

Do you have a list of the 13 schools? Deborah is requesting them.

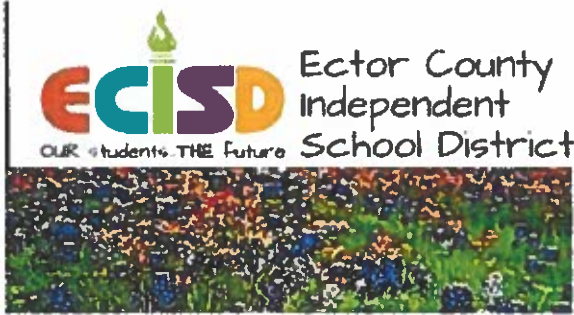
Thank you, *Margie Brooker*
CURRICULUM & INSTRUCTION
ADMINISTRATIVE ASSISTANT TO
Lisa Wills & *Andrea Moreno-Hewitt*
EXECUTIVE DIRECTOR EXECUTIVE DIRECTOR
432-456-8519
ECISD Administration Building Room 231 margarita.brooker@ectorcountyisd.org

From: Deborah Ottmers <Deborah.Ottmers@ectorcountyisd.org>
Sent: Tuesday, September 5, 2023 9:52 AM
To: Margarita Brooker <Margarita.Brooker@ectorcountyisd.org>
Cc: Deborah Ottmers <Deborah.Ottmers@ectorcountyisd.org>
Subject: RE: Donation Form - Cal Ripken Foundation- STEM Labs

Appreciate it
Can I get the list of the 13 schools please?

Thanks

Deborah P. Ottmers, CPA, RTSBA
Ector County ISD CFO
802 N. Sam Houston
Odessa, TX 79761
deborah.ottmers@ectorcountyisd.org
432-456-9491 office



From: Margarita Brooker <Margarita.Brooker@ectorcountyisd.org>
Sent: Tuesday, September 5, 2023 9:13 AM
To: Deborah Ottmers <Deborah.Ottmers@ectorcountyisd.org>; Celeste Potter <Celeste.Potter@ectorcountyisd.org>
Cc: Lisa Wills <Lisa.Wills@ectorcountyisd.org>
Subject: Donation Form - Cal Ripken Foundation- STEM Labs

Please see attached.

Thank you,
Margie Brooker
CURRICULUM & INSTRUCTION
ADMINISTRATIVE ASSISTANT TO
Lisa Wills & *Andrea Moreno-Newitt*
SUPERINTENDENT DIRECTOR EXECUTIVE DIRECTOR
432-456-8519
ECISD Administration Building Room 231 | margarita.brooker@ectorcountyisd.org

877



MEMORANDUM OF UNDERSTANDING

This MEMORANDUM OF UNDERSTANDING ("MOU") is made as 9/27/2022 by and between CAL RIPKEN, SR. FOUNDATION, INC. (CRSF), and Ector County Independent School District (ECISD)

I. Overview of MOU:

The purpose of this MOU is to outline the ECISD interested in partnering with CRSF to build and maintain a STEM center at their location. This MOU outlines the general terms under which CRSF will support ECISD with its endeavor.

II. MOU Terms:

The CRSF and ECISD desire, in addition to other subsequent and mutually agreeable terms and conditions:

Under this MOU, ECISD will:

1. **YOUTH SERVED:** Ensure youth participating in program activities are connected with positive adult mentors.
2. **PROGRESS REPORTS:** One program progress report is due to the Cal Ripken, Sr. Foundation by December 15th each year. This report should include the number of youth and mentors that utilized the STEM Center annually. Deliver an end of year report outlining the STEM Center. This report will be completed via a Qualtrics Survey and will be sent out annually on or about November 4.
3. **USE OF EQUIPMENT:** Your organization agrees that all equipment provided by the Cal Ripken, Sr. Foundation will be used for its intended purpose. A detailed listing of equipment provided is attached.

a. Educational Products:

- i. 12 – Elenco Snap Circuit SC100R Kits
- ii. 8 – Sphero Littlebits STEAM Student Kits
- iii. 4 – KidSpark Foundational Fluencies Kits
- iv. 4 – KidSpark STEM Pathways Kits
- v. 1 JoyLabz Makey Makey Class Pack
- vi. 6 – Terrapin Bee Bots
- vii. 12 – Ozobot Evo's

- viii. 1 – Robo 3D Printer
- ix. 1 – Husky Workbench
- x. 1 – Set of Classroom Furniture
- xi. Consumable Products

4. **RETURN OF EQUIPMENT:** Your organization agrees that if the relationship with the Cal Ripken Sr. Foundation terminates and/or the equipment provided to the organization is no longer utilized for its intended purpose within 2 years of the effective date of this signed Agreement that all STEM products will be returned at the organizations expense to the Cal Ripken Sr. Foundation.
5. **CHILD PROTECTION/BACKGROUND CHECKS:** Your organization certifies that it has appropriate criminal background screening procedures in place, to the extent permitted by state, local, and federal law, to evaluate any employee, contractor, or volunteer working under this award that is expected to have direct substantial contact with minor children. Direct substantial contact is defined as contact that is regular, continuous, and personal in nature.

Specifically, through your signature, your organization certifies that while this MOU is in place:

(Please initial)

LN a)

All employees, interns, volunteers, coaches, mentors, and anyone working directly with children in a Cal Ripken, Sr. Foundation sponsored or supported program have successfully submitted and passed a national background check.

LN b)

All background checks are conducted annually, for as long as your organization remains an external partner of Cal Ripken, Sr. Foundation.

LN c)

All background checks resulting in a positive finding of sexual abuse or molestation will result in that individual being permanently banned from working or volunteering in the organization.

LN d)

All employees, interns, and volunteers have been provided with and have read the Cal Ripken, Sr. Foundation polices related to child protection and have viewed all of the Cal Ripken, Sr. Foundation Child Protection Training Videos (as made available by Cal Ripken, Sr. Foundation).

LN e)

It has a thorough understanding of state/local laws governing the organization, specifically those related to child abuse, and has appointed a Compliance Officer to properly respond to any incident or allegation of child abuse, which shall be reported immediately upon discovery to local child welfare agency and/or law enforcement.

[Handwritten initials]

It will immediately report any incident or allegation of child abuse to the National Center for Missing and Exploited Children's Cyber TipLine (www.missingkids.org or 1-800-THE-LOST) and will post guidelines for reporting of incidents in a public location at its facilities.

[Handwritten initials] (g)

Your organization agrees to ensure program staff register and view Cal Ripken, Sr. Foundation training material as provided on CRSFPortal.org.

[Handwritten initials] (h)

Your organization agrees to ensure organizational leadership (Executive Director, VP, etc.) register and view materials related to Child Protection Policy, as available on CRSFPortal.org

- 6. **PUBLICITY AND USE OF LOGO:** Your organization agrees to actively work with local media, community partners, and Cal Ripken Sr. Foundation staff to promote program activities and events, following guidelines and press releases as directed by the Cal Ripken, Sr. Foundation. Use of the Cal Ripken, Sr. Foundation or Ripken name (including name, likeness and logo) is prohibited without prior written consent of the Cal Ripken, Sr. Foundation.

If the foregoing meets with your approval, please sign this MOU as provided below, and the duplicate original enclosed herewith, and return the duplicate to our attention whereupon this shall constitute the understanding between the parties in accordance with the terms and provisions set forth above.

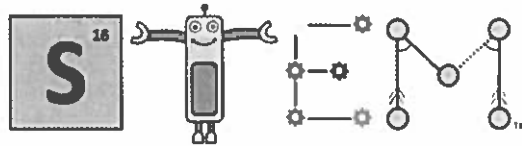
Witness the following authorized signatures:

CAL RIPKEN, SR. FOUNDATION, INC.

By: *[Handwritten Signature]* 10.24.22
Date

Ector County Independent School District

By: *[Handwritten Signature]* 10/19/22
Date



STEM FAQs



What is a Ripken Foundation STEM Center?

The Ripken Foundation STEM Center is a comprehensive, turnkey program designed to give kids access to STEM learning at youth-serving organizations and schools. All Ripken Foundation STEM Centers are equipped with state-of-the-art STEM products, technology, furniture, age-appropriate/grade level curriculum, and additional resources to facilitate STEM programming.

How much space is required?

The Ripken Foundation STEM Centers are extremely mobile and require no set space. Many existing STEM Centers use a classroom or some other underutilized space within their building. Other centers store STEM materials in a moveable storage unit to make it easy to transport between different locations.

What are the requirements for a Ripken Foundation STEM Center?

A Ripken Foundation STEM Center must be located at a youth-serving and/or community-based organization or school serving underserved youth. In addition, we have a few recommendations to ensure success with implementation of the Ripken Foundation STEM program:

- Have a dedicated lead teacher/mentor identified to coordinate the program, curriculum, and additional teachers/mentors.
- Have a dedicated space to store equipment. It is suggested to have a storage solution that includes a locked, controlled space to store computers and other valuable equipment.
- Ripken Foundation STEM Centers are provided with educational products, technology, and furniture. New spaces are not constructed.

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What is the expected lifespan of a Ripken Foundation STEM Center?

The lifespan of the products in a STEM Center is approximately five years. The products included in a Ripken Foundation STEM Center are reusable but work best with some consumable products that the STEM Center organization will need to replenish over time.

STEM FAQs



How long does it take to install, train, and launch a Ripken Foundation STEM Center?

The time it takes to install products, train mentors, and launch a Ripken Foundation STEM Center takes 130 to 150 days depending on the availability of products as well as staff time and teacher/mentor trainings.

What could be included in a STEM Center?

All Ripken Foundation STEM Centers are equipped with supplies and age-appropriate/grade level curriculum that has easy-to-follow introductory STEM lessons that can serve 24 to 28 youth at a time. The items provided allow youth to work in small groups and are listed below and based on grade levels.

PreK - 1st Grade	Elementary School	Middle School
<ul style="list-style-type: none"> • Chromebooks • 3D Printer • Snap Circuits 100R • Ozobot Evo • Foundational Fluencies Lab • Bee Bots • Lego® Coding Express • Lego® We Do 2.0 • 7 Tables • 28 Chairs • Storage Workbench • Ripken Foundation Elementary School STEM Curriculum • Accessories and supplemental supplies 	<ul style="list-style-type: none"> • Chromebooks • 3D Printer • Snap Circuits 100R • Ozobot Evo • Foundation Fluencies Lab • STEM Pathways Lab • Makey Makey • littleBits STEAM Student Kit • Squishy Circuits • Bee Bots • 7 Tables • 28 Chairs • Storage Workbench • Ripken Foundation Elementary School STEM Curriculum • Accessories and supplemental supplies 	<ul style="list-style-type: none"> • Chromebooks • 3D Printer • Snap Circuits 750R • STEM Pathways Lab • Makey Makey • littleBits Pro Library • 7 Tables • 28 Chairs • Storage Workbench • Ripken Foundation Middle School STEM Curriculum • Accessories and supplemental supplies

**Products listed above can be included in a Ripken Foundation STEM Center but are not guaranteed.*

Can you modify program elements to fit the environment or age group?

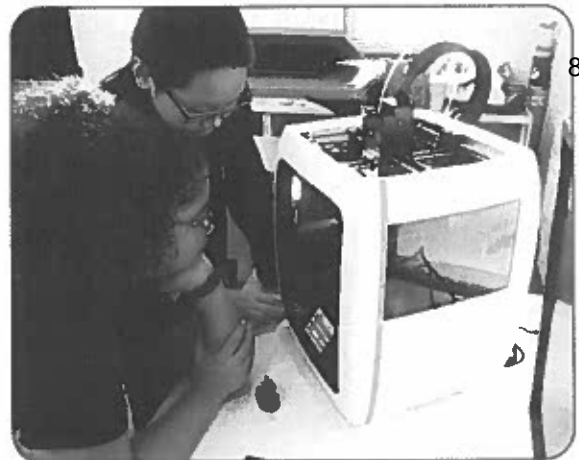
We offer Ripken Foundation STEM Centers in the three packages as outlined above. Depending on the organization, changes to products may be made on a case-by-case basis.

Does the curriculum align with any standards?

The curriculum and lessons align with Next Generation Science Standards (NGSS) and tie into the New Mexico Assessment of Science Readiness (NMASR) and the Texas Essential Knowledge Skills (TEKS) standards for teachers and mentors. Many school districts have charts to show how their local standards align with the NGSS.

Who oversees the Ripken Foundation STEM program?

Within the organization, a lead teacher/mentor should oversee the program. The teacher/mentor does not have to be a STEM professional. Dedicated youth professionals, including: classroom teachers, aides, librarians, parent liaisons, or other volunteers with varying educational backgrounds can be trained to be a STEM mentor.



882

Does the Ripken Foundation provide program support, and what does that include?

The Cal Ripken, Sr. Foundation (CRSF) provides ongoing training and support to all STEM Centers to ensure success with the program. Before opening, CRSF and the organization establish a relationship to ensure consistent communication. Then, CRSF hosts a training to properly introduce the products and train teachers/mentors to be successful implementing the program. After the Ripken Foundation STEM Center is open, CRSF checks in periodically to get updates and provide information on additional opportunities.

What is the Ripken Foundation National STEM Challenge?

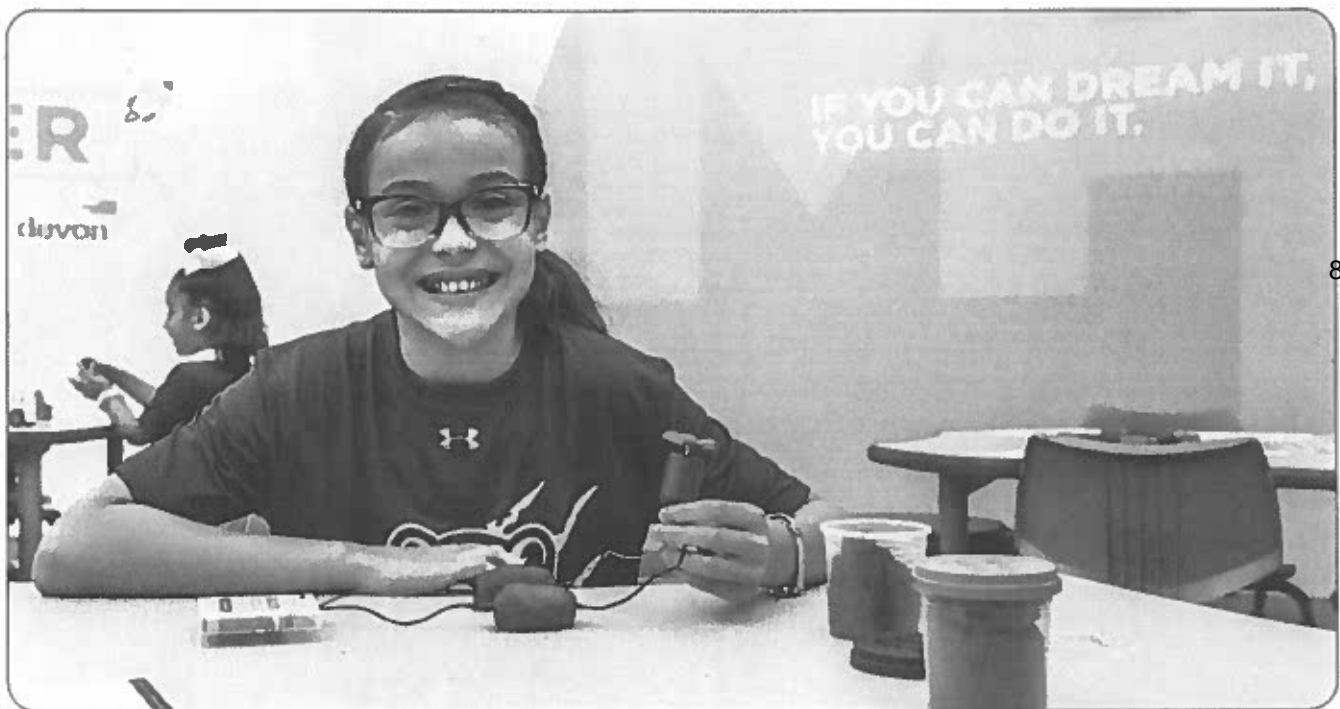
Every Ripken Foundation STEM Center automatically qualifies to participate in the annual Ripken Foundation STEM Challenge and can choose five to 10 youth to compete. The challenge topic will change annually and will continue to present real-world scenarios that can be solved using STEM concepts. By competing in this event, youth gain valuable life skills they can use outside of STEM activities such as critical thinking, problem solving, teamwork, and communication.

What does a Ripken Foundation STEM Center cost? Are there other costs involved?

The cost of a Pre-K and Ripken Foundation Elementary School STEM Center is \$33,500. The Ripken Foundation Middle School STEM Center is \$38,500. This includes all equipment, training, and ongoing support. Additional costs each year can include replacing batteries, dough, 3D filament, Foundational Fluencies' blocks, markers, and other small classroom items. In total, a Ripken Foundation STEM Center should not have to replace more than \$300 in products each year.

Is this considered a charitable contribution?

Yes! 100% of the cost of a STEM Center is considered a charitable contribution.



883

864

Ector County ISD
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES



OUR students THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

CDC
(EXHIBIT)A

TO: Chief Financial Officer
FOR: Recommendation to Accept Donation/Gift
FROM:

Principal OR Director

School OR Department
Lawyer Tavares
Blended Learning

Charles Butt Foundation

Name of Donor (if organization, please include name of president)
200 E. Basse Rd. St. 201 San Antonio, TX 78209

Mailing address City State Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
<i>RBL Yr 3 Grant Check</i>	<i>\$146,850</i>	<i>Raising Blended Learners Grant</i>
	\$	<i>District Implementation Support</i>
	\$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Fund 463

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: _____

884

Approval () Disapproval *Jane* *9-13-23*
PRINCIPAL / DIRECTOR Date

Approval () Disapproval *Celeste Potter* *9-13-23*
DIRECTOR OF DEVELOPMENT Date

Approval () Disapproval *Bob* *9/15/23*
CHIEF FINANCIAL OFFICER Date

(The following approval required for a single donation/gift of \$10,000 or more)

() Approval () Disapproval _____
SUPERINTENDENT OF SCHOOLS Date



**ECTOR COUNTY INDEPENDENT
SCHOOL DISTRICT**

P.O. BOX 3912
ODESSA, TEXAS 79760-3912

CASH RECEIPT

RECEIPT # 91332

Receipt Date 08/25/2023
Receipt Time 12:28:02
Reference 0209229802

Clerk: SAENZ, REGINA

EXPENSE ACCOUNT	COMMENT	DESCRIPTION	AMOUNT
		Misc Cash Receipts	
		RAISING BLENDED LEARNERS	\$146,850.00
463-00-5744-00-000-00-46324	GIFTS & BEQUESTS		\$146,850.00

PAID BY: CHARLES BUTT FOUNDATION
PAYMENT METHOD: CHECK

Deborah Ottmers

From: Mandy Hinojos
Sent: Friday, September 15, 2023 10:11 AM
To: Regina Saenz; Susan Lara; Elena Benavidez; Lilia Nanez; Sheila Pruitt; Dusty Baumann; Deborah Ottmers; Lauren Tavarez
Subject: Re: CHARLES BUTT FOUNDATION CHECK

Hello there!

Here is the email I sent back on August 24 about the accounts and the amounts to deposit the check into.

The check is for the Raising Blended Learners grant we received. It is the final year of the grant and the funds are utilized for Pease and Hays to train teachers and leaders, design blended learning environments, and allow travel so that teachers can see blended learning in action in other districts across the state.

Please let me know if you need anything else. Thanks.



Mandy Hinojos
BLENDED LEARNING COORDINATOR

☎ 432.456.0069
✉ mandy.hinojos@ectorcountyisd.org
🌐 bit.ly/ecisdblended
📍 802 N. Sam Houston
Odessa, TX 79762

Click here to [Book time with Mandy Hinojos](#)

887

From: Mandy Hinojos <Mandy.Hinojos@ectorcountyisd.org>
Sent: Thursday, August 24, 2023 3:29 PM
To: Regina Saenz <Regina.Saenz@ectorcountyisd.org>; Susan Lara <Susan.Lara@ectorcountyisd.org>; Elena Benavidez <Elena.Benavidez@ectorcountyisd.org>; Lilia Nanez <Lilia.Nanez@ectorcountyisd.org>; Sheila Pruitt <Sheila.Pruitt@ectorcountyisd.org>; Dusty Baumann <Dusty.Baumann@ectorcountyisd.org>
Subject: Re: CHARLES BUTT FOUNDATION CHECK

Hey Regina,

Sorry about that. I actually had you in draft email. Here are the accounts and the amounts. I want to say we turned in the donation form last year when we received a paper check. Dr. Lara or Dusty, do you happen to have a copy of that?

Hays	1 463-11-6394-00-112-11-46323	SOFTWARE	
Pease	5 463-11-6394-00-117-11-46323	SOFTWARE	
Hays	2 463-11-6396-00-112-11-46323	TEACHING MATERIALS	
Pease	6 463-11-6396-00-117-11-46323	TEACHING MATERIALS	
Hays	3 463-11-6398-00-112-11-46323	FURNITURE/EQPT <\$500 UNIT	
Pease	7 463-11-6398-00-117-11-46323	FURNITURE/EQPT <\$500 UNIT	
Hays	463-11-6397-00-112-11-46323	FURNITURE/EQPT >\$500<\$5000	
Pease	463-11-6397-00-117-11-46323	FURNITURE/EQPT >\$500<\$5000	
Hays	4 463-11-6399-00-112-11-46323	GENERAL SUPPLIES	
Pease	8 463-11-6399-00-117-11-46323	GENERAL SUPPLIES	
Hays	9 463-13-6117-00-112-11-46323	EXTRA DUTY PAY	
Pease	15 463-13-6117-00-117-11-46323	EXTRA DUTY PAY	
Hays	10 463-13-6141-00-112-11-46323	MEDICARE	
Pease	16 463-13-6141-00-117-11-46323	MEDICARE	
Hays	11 463-13-6146-00-112-11-46323	TRS CONTRIBUTIONS	
Pease	17 463-13-6146-00-117-11-46323	TRS CONTRIBUTIONS	
Hays	12 463-13-6299-00-112-11-46323	MISC CONTRACTED SERVICES	
Pease	18 463-13-6299-00-117-11-46323	MISC CONTRACTED SERVICES	
Hays	13 463-13-6399-00-112-11-46323	GENERAL SUPPLIES	
Pease	19 463-13-6399-00-117-11-46323	GENERAL SUPPLIES	
Hays	14 463-13-6411-00-112-11-46322	TRAVEL & SUBSISTENCE EMPLOYEES	
Pease	20 463-13-6411-00-117-11-46322	TRAVEL & SUBSISTENCE EMPLOYEES	\$8
		Total	



Mandy Hinojos
BLENDED LEARNING COORDINATOR

432.456.0069
mandy.hinojos@ectorcountysd.org
bit.ly/ecisdblended
802 N. Sam Houston
Odessa, TX 79762

Click here to [Book time with Mandy Hinojos](#)

From: Regina Saenz <Regina.Saenz@ectorcountysd.org>
Sent: Thursday, August 24, 2023 3:20 PM
To: Mandy Hinojos <Mandy.Hinojos@ectorcountysd.org>; Susan Lara <Susan.Lara@ectorcountysd.org>; Elena Benavidez <Elena.Benavidez@ectorcountysd.org>; Lilia Nanez <Lilia.Nanez@ectorcountysd.org>; Sheila Pruitt <Sheila.Pruitt@ectorcountysd.org>; Dusty Baumann <Dusty.Baumann@ectorcountysd.org>
Subject: RE: CHARLES BUTT FOUNDATION CHECK

Good afternoon Mandy,

Were you able to get the donation form and account number(s) for me?

Thank you,

REGINA (GINA) SAENZ
FINANCE BOOKKEEPER
P.O. BOX 3912
ODESSA, TX. 79760
(432) 456-9692
regina.saenz@ectorcountysd.org

889



From: Mandy Hinojos <Mandy.Hinojos@ectorcountysd.org>
Sent: Monday, August 21, 2023 4:48 PM
To: Regina Saenz <Regina.Saenz@ectorcountysd.org>; Susan Lara <Susan.Lara@ectorcountysd.org>; Elena Benavidez <Elena.Benavidez@ectorcountysd.org>; Lilia Nanez <Lilia.Nanez@ectorcountysd.org>; Sheila Pruitt

<Sheila.Pruitt@ectorcountysd.org>; Dusty Baumann <Dusty.Baumann@ectorcountysd.org>

Subject: Re: CHARLES BUTT FOUNDATION CHECK

Hello Ms. Saenz,

I have accounts that I can get to you. I will get that to you first thing in the morning.



Mandy Hinojos
BLENDED LEARNING COORDINATOR

📞 432.456.0069

✉️ mandy.hinojos@ectorcountysd.org

🌐 bit.ly/ecisdblended

📍 802 N. Sam Houston
Odessa, TX 79762

Click here to [Book time with Mandy Hinojos](#)

From: Regina Saenz <Regina.Saenz@ectorcountysd.org>

Sent: Monday, August 21, 2023 3:53 PM

To: Susan Lara <Susan.Lara@ectorcountysd.org>; Mandy Hinojos <Mandy.Hinojos@ectorcountysd.org>; Elena Benavidez <Elena.Benavidez@ectorcountysd.org>; Lilia Nanez <Lilia.Nanez@ectorcountysd.org>; Sheila Pruitt <Sheila.Pruitt@ectorcountysd.org>; Dusty Baumann <Dusty.Baumann@ectorcountysd.org>

Subject: CHARLES BUTT FOUNDATION CHECK

Good afternoon ladies,

I received this check on Friday. Do you know about this? I need a donation form and what account number I need to put it in? If you need help on the account number just let us know what you will be using the funds for and Dusty and I can help you out with the account number.

890

Have a great day ladies!

THANK YOU,

REGINA (GINA) SAENZ

FINANCE BOOKKEEPER

P.O. BOX 3912

ODESSA, TX. 79760

(432) 456-9692



OUR students...THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
 Odessa, Texas

103
 CDC
 (EXHIBIT)A

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / Celeste Potter
 Principal OR Director
 _____ / Development - 705
 School OR Department

Education Foundation of Odessa Lisa Wyman, President
 Name of Donor (if organization, please include name of president)
 PO Box 951 Odessa Texas 79760
 Mailing address City State Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
2023 Ford Transit Connect	\$ 48,895.00	ECISD Literacy Support Vehicle
	\$ 52,096.16	
	\$	Foundation will purchase + give to ECISD

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: Donated for use of the ECISD Development Office to support literacy efforts in ECISD.

891

Same

() Approval () Disapproval _____ Date
 PRINCIPAL / DIRECTOR

✓ Approval () Disapproval Celeste Potter 8-11-23
 DIRECTOR OF DEVELOPMENT Date

✓ Approval () Disapproval [Signature] 8/18/23
 CHIEF FINANCIAL OFFICER Date
 (The following approval required for a single donation/gift of \$10,000 or more)

() Approval () Disapproval _____ Date
 SUPERINTENDENT OF SCHOOLS Date

← Sept board meet



Sewell Ford of Odessa
4400 Parks Legado Rd | ODESSA, TX 79765
432.498.0421 | teamsewell.com

AUTOMOBILE SALES ORDER

Sold To Ector County Isd Education Foundation In Date 08/10/2023 Deal # 487486
Residence PO Box 951 Odessa TX 79760 RES #
Mailing Address BUS # (432) 456-7059
Email NO EMAIL Salesman

New Car 2023 Ford Transit Connect \$ 48695.00
Used XX
Rental Car No: E93308 VIN No. NM0LS7S24P1553122
Demo Accessories \$
TOTAL ACCESSORIES
SUBTOTAL \$ 48695.00
Rebate(s) \$
Trade \$
TOTAL SELLING PRICE INCLUDING ACCESSORIES \$ 48695.00

DEALER'S INVENTORY TAX

THE DEALER'S INVENTORY TAX CHARGE IS INTENDED TO REIMBURSE THE DEALER FOR AD VALOREM TAXES ON ITS MOTOR VEHICLE INVENTORY. THE CHARGE, WHICH IS PAID BY THE DEALER TO THE COUNTY TAX ASSESSOR-COLLECTOR, IS NOT A TAX IMPOSED ON A CONSUMER BY THE GOVERNMENT, AND IT IS NOT REQUIRED TO BE CHARGED BY THE DEALER TO THE CONSUMER.

A DOCUMENTARY FEE IS NOT AN OFFICIAL FEE. A DOCUMENTARY FEE IS NOT REQUIRED BY LAW, BUT MAY BE CHARGED TO BUYERS FOR HANDLING DOCUMENTS RELATING TO THE SALE. A DOCUMENTARY FEE MAY NOT EXCEED A REASONABLE AMOUNT AGREED TO BY THE PARTIES. THIS NOTICE IS REQUIRED BY LAW.

UN CARGO DOCUMENTAL NO ES UN CARGO OFICIAL. LA LEY NO EXIGE QUE SE IMPONGA UN CARGO DOCUMENTAL. PERO ESTE PODRIA COMBRARSE A LOS COMPRADORES PRO EL MANEJO DE LA DOCUMENTACION EN RELACION CON LA VENTA UN CARGO DOCUMENTAL. NO PUEDE EXCEDER UNA CANTIDAD RAZONABLE. ACORDADA PRO LAS PARTES. ESTA NOTIFICACION SE EXIGE POR LEY.

Documentary Fee \$ 150.00
Tax, Title & License: Tax 3043.44 Title & Lic 114.00 \$ 3157.44
Payoff \$
Auto Insurance \$
Credit Life & Accident \$
Other \$
Total \$ 52096.19

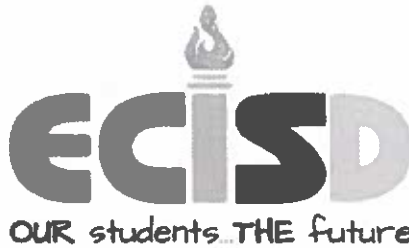
892

Trade In N/A Co. No.
Motor No. License No. \$ N/A
Cash \$
Finance \$ 52096.19 Payments at 1 Beginning 08/10/2023
Customer Number 958842 Lien to:
Trade Difference
Total \$ 52096.19

Insurance

Title Approved

Buyer assumes responsibility for any difference in pay-off in excess of amount shown above, and will pay such difference in cash on demand. If not so paid, buyer authorizes dealer to increase the monthly payments and contract balance to cover the difference and finance charges thereon.



ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / Sylvia R. Duran
Principal OR Director

School OR Department

Permian Basin Workforce Development Board - Willie Taylor, CEO

Name of Donor (if organization, please include name of president)
PD Box 61947 Midland TX 79711
Mailing address City State Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
<u>Workforce Retention Award</u>	<u>\$ 21,800.00</u>	<u>Staff tenure</u>
	\$	
	\$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: _____

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Approval () Disapproval [Signature] 9-12-23
PRINCIPAL / DIRECTOR Date

Approval () Disapproval Celeste Potter 9-12-23
DIRECTOR OF DEVELOPMENT Date

Approval () Disapproval [Signature] 9/15/23
CHIEF FINANCIAL OFFICER Date
(The following approval required for a single donation/gift of \$10,000 or more)

() Approval () Disapproval _____
SUPERINTENDENT OF SCHOOLS Date



PERMIAN BASIN
WORKFORCE DEVELOPMENT BOARD

Workforce Retention Award

Congratulations!

On behalf of the Permian Basin Workforce Development Board,
your child care facility has received the

Workforce Retention Award!

Thank you for your participation in collaborating to recognize your staff's
contribution to the childcare needs of the Permian Basin.

All awards were based on the tenure of your staff.

Enclosed, you will find a staff roster showcasing the amounts by staff member.

Please complete the following steps to satisfy our accounting requirements:

- Distribute the funds to your staff according to the roster.
- Provide proof of payment verifying receipt by each staff member.
(For example: copy of check, ACH transmittal, etc.)
- Return the supporting documentation no later than, **Friday, Sept 15, 2023,**
to Yesmary.Rodriguez@workforcepb.org.

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Thanks again to you and your entire staff for making a difference in the Permian
Basin. You are truly appreciated!

Best regards,
Willie Taylor, CEO, PBWDB

☎ 432.563.5239

📍 P.O. Box 61947, Midland, Texas 79711

Count	Provider Name	Employee First Name	Employee Last Name	Incentive Amount
1	ECISD District Children's Center #417304	Wendy	Pardue	\$1,000
1	ECISD District Children's Center #417304	Priscilla	Perez	\$1,000
1	ECISD District Children's Center #417304	Olga	Solis	\$1,000
1	ECISD District Children's Center #417304	Hector	Guerrero	\$1,000
1	ECISD District Children's Center #417304	Patricia	Hernandez	\$1,000
1	ECISD District Children's Center #417304	Sylvia	Marquez	\$1,000
1	ECISD District Children's Center #417304	Mary	Santos	\$1,000
1	ECISD District Children's Center #417304	Melissa	Grizzell	\$1,000
1	ECISD District Children's Center #417304	Dominga	Nevarez	\$1,000
1	ECISD District Children's Center #417304	Lisa	Cortez	\$1,500
1	ECISD District Children's Center #417304	Angelica	Gonzalez	\$1,500
1	ECISD District Children's Center #417304	Linda	Guyton	\$1,500
1	ECISD District Children's Center #417304	Lydia	Pearce	\$1,500
1	ECISD District Children's Center #417304	Sylvia	Duran	\$2,000
1	ECISD District Children's Center #417304	Maria	Covarrubias	\$600
1	ECISD District Children's Center #417304	Maria	Del Rosario Orona	\$600
1	ECISD District Children's Center #417304	Karina	Marlwan	\$600
1	ECISD District Children's Center #417304	LaToya	Washington	\$600
1	ECISD District Children's Center #417304	Alexys	Castillo	\$600
1	ECISD District Children's Center #417304	Veronica	Rodriguez	\$600
1	ECISD District Children's Center #417304	Melinda	Brady	\$600
1	ECISD District Children's Center #417304	Karen	Holguin	\$600
22				\$ 21,800.00



PBWDB Workforce Retention Award

The ECISD Children's Center staff have been awarded a workforce retention award on behalf of the Permian Basin Workforce Development Board. Awards are based on tenure of the ECISD Children's Center staff. Your signature acknowledges receipt of the Workforce Retention Award on behalf of the Permian Basin Workforce Development Board.

Brady, Melinda 10558 Melinda Brady

Castillo, Alexya 36939 Alexya Castillo

Cortez, Lisa 3388 Lisa Cortez

Covarrubias, Maria 3863 Maria Covarrubias

Duran, Sylvia 19943 Sylvia Duran

Gonzalez, Angelica 3389 Angelica Gonzalez

Grizzell, Melissa 14848 Melissa Grizzell

Guerrero, Hector 22358 Hector Guerrero

Guyton, Linda 2011 Linda Guyton

Hernandez, Patricia 22080 Patricia Hernandez

Holguin, Karen 35876 Karen Holguin

Mariwany, Karina 37973 K. Mariwany

Marquez, Sylvia 31162 Sylvia Marquez

Nevarez, Dominga 14031 Dominga Nevarez

Orona, Maria 3468 Maribel Rosal Orona

Pardue, Wendy 33801 Wendy Pardue

Pearce, Lydia 1338 Lydia Pearce

Perez, Priscilla 22680 P. Perez

Rodriguez, Veronica 19240 Veronica Rodriguez

Santos, Mary 3267 Mary Santos

Solis, Olga 30119 Olga Solis

Washington, LaToya 37507 LaToya

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Ector County ISD
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES



OUR students...THE future

CDC
(EXHIBIT)A

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

TO: Chief Financial Officer
FOR: Recommendation to Accept Donation/Gift
FROM: Jennifer Bizzell
Principal OR Director
Reagan Magnet Elementary School OR Department

Reagan PTA, Courtney Heap
Name of Donor (if organization, please include name of president)
2321 E 21st Street Odessa, TX 79761
Mailing address City State Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
Choral Risers, 4 Tier (Qty=5)	\$ 7,120.00 each	Replace old risers
Set of 2 Side Rails	\$ 2,549.00	Safety feature for risers
surchg	\$ 775.42	
		Total 177 \$19,443.

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS:

Approval () Disapproval Cynthia Bizzell 8/15/23
PRINCIPAL/DIRECTOR Date

Approval () Disapproval Celeste Potter 8-23-23
DIRECTOR OF DEVELOPMENT Date

Approval () Disapproval DOB 8/23/23
CHIEF FINANCIAL OFFICER Date
(The following approval required for a single donation/gift of \$10,000 or more)

() Approval () Disapproval _____
SUPERINTENDENT OF SCHOOLS Date

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DATE ISSUED: 01/05/20
CDC(EXHIBIT)A

QUOTATION

Date: 05/15/23

Quote Number: 00135537

Prepared by:
 Jeff Espy - Education Regional Sales Manager
 jespy@sicoinc.com
 Phone: (612) 259-0357 / Fax: (952) 941-6688

In lieu of a purchase order, please sign/date above after reviewing our legal terms

Bill To:
 Attn: Cynthia Juarez
 Ector County ISD

Ship To:
 Reagan Elementary School
 2321 E 21st Street
 Odessa, TX 79761

Phone: (432) 456-0000 / Fax:
 Email: cynthia.juarez@ectorcountyisd.org

Final Destination: USA

Part Number	Description	Qty	List Price	Net Unit Price	Net Amount
COMMENT	Buyboard National Purchasing Cooperative: Furniture for School, Office, Science, Library and Dormitory #667-22	0	0.00	0.00	0.00
2611-432B	4-rise Choral Riser	5	7,120.00	2,894.45	14,472.25
COMMENT	Carpet Color: Charcoal (24)	0	0.00	0.00	0.00
C2612-34GRDB	Set of 2 Side Rails with 2 storage hangers	1	2,549.00	1,096.10	1,096.10
SURCHARGE	Raw Material Cost Volatility Surcharge	1	0.00	775.42	775.42

Subtotal: 16,283.77
 Tax: 0.00
 Estimated Shipping: 3,160.00
 Grand Total USD: 19,443.77
 EXCLUDES applicable Sales Tax

DELIVERY: SICCO estimates no liability for damages an amount of delay to delivery, unless the carrier is beyond its reasonable control. If not, SICCO will ship orders in quantity order to the extent the additional cost will be charged to the customer. SICCO reserves the right to ship by any other means.

NOTES: All questions and specifications are contingent upon alignment of prices, materials, and quantities and all other items beyond our control. Prices are based on costs and customer orders are subject to change by the seller unless the description. Typographical errors are subject to correction. Conditions of sale shall be governed by established trade customs. Terms inconsistent with those stated herein shall be null and void. Purchaser's formal order will not be binding on the seller.

DISCLAIMER: This sales list is necessary for use with all SICCO catalogs and forms.

Ector County ISD
068901
OTHER REVENUES
GRANTS FROM PRIVATE SOURCES



CDC
(EXHIBIT)A

OUR students. THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / Celeste Potter
Principal OR Director
_____ / Development - 705
School OR Department

Education Foundation of Odessa Lisa Wyman, President
Name of Donor (if organization, please include name of president)
PO Box 951 Odessa Texas 79760
Mailing address City State Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
Check# 3293	\$ 12,500.00	Donation towards Grant Writer salary
	\$	
	\$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: _____

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same

Approval Disapproval _____
PRINCIPAL / DIRECTOR Date

Approval Disapproval *Celeste Potter* 9-6-23
DIRECTOR OF DEVELOPMENT Date

Approval Disapproval *Dothrus* 9/15/23
CHIEF FINANCIAL OFFICER Date
(The following approval required for a single donation/gift of \$10,000 or more)

Approval Disapproval _____
SUPERINTENDENT OF SCHOOLS Date

Memo

To: Deborah Ottmers, Chief Financial Officer

From: Celeste Potter, Education Foundation

Date: September 6, 2023

Re: Donation

Message:

The Education Foundation Board of Directors has committed to donating \$50,000/year for 3 years to ECISD to cover costs surrounding the ECISD Grant Writer position. This donation will be disbursed in quarterly installments of \$12,500/each.

Enclosed is check# 3293 which is the Foundation's third installment for 2023 which is Year 3 of the Foundation's commitment.

Any unused funds should be returned to the Education Foundation.

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OUR students THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

CDC
(EXHIBIT)A

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: Dr. Zenovia Crier / Johnson
Principal OR Director
School OR Department

Education Foundation of Odessa Lisa Wyman, President
Name of Donor (if organization, please include name of president)
PO Box 951 Odessa Texas 79760
Mailing address City State Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
Check# 3264	\$ 12,000.00	EF Grant Building Foundational Math
Check# 3261	\$ 3,780.00	EF Grant
	\$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: Grant Title: Building Foundational Math and AR/MYOn Reading Development

903

Approval () Disapproval [Signature] 8/14/23
PRINCIPAL / DIRECTOR Date

Approval () Disapproval Celeste Potter 8-14-23
DIRECTOR OF DEVELOPMENT Date

Approval () Disapproval [Signature] 8/18/23
CHIEF FINANCIAL OFFICER Date
(The following approval required for a single donation/gift of \$10,000 or more)

() Approval () Disapproval _____
SUPERINTENDENT OF SCHOOLS Date

← Sept board meet



OUR students...THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Odessa, Texas

CDC
(EXHIBIT)A

009

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: Shannon Davidson / _____
Principal OR Director
STEM ACADEMY / _____
School OR Department

Education Foundation of Odessa Lisa Wyman, President
Name of Donor (if organization, please include name of president)
PO Box 951 Odessa Texas 79760
Mailing address City State Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
Check# 3277	\$ 12,000.00	EF Grant
	\$	
	\$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: Grant Title: Unlocking the Secrets of the Brain

904

Approval () Disapproval [Signature] 8-14-23
PRINCIPAL / DIRECTOR Date

Approval () Disapproval Celeste Potter 8-14-23
DIRECTOR OF DEVELOPMENT Date

Approval () Disapproval [Signature] 8/18/23
CHIEF FINANCIAL OFFICER Date
(The following approval required for a single donation/gift of \$10,000 or more)

() Approval () Disapproval _____
SUPERINTENDENT OF SCHOOLS Date

← sept board meet



**REQUEST FOR APPROVAL OF RESOLUTION OF THE BOARD TO
DESIGNATE INVESTMENT OFFICER(S)**

The following request is being presented for approval of recommendation to designate an investment officer.

EXHIBIT B

RESOLUTION OF THE BOARD TO DESIGNATE INVESTMENT OFFICER(S)

WHEREAS, Section 2256.005(f) of the Public Funds Investment Act (Texas Government Code Chapter 2256) requires the Board of Trustees of Ector County Independent School District to designate one or more officers or employees as investment officer of the District; and

WHEREAS, the investment officer is responsible for the investment of the District's funds consistent with the District's investment policy;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Ector County Independent School District designates Morgan Eaton to serve as the investment officer of the District to invest District funds as directed by the Board.

The authority of the investment officer granted by this resolution is effective until rescinded by the District or the termination of the named employee's employment by the District.

Adopted this 19th day of September, 2023, by the Board of Trustees.

Presiding Officer

Secretary



REQUEST FOR APPROVAL OF STAFF DEVELOPMENT MINUTES WAIVER

The purpose of this waiver is to allow our district to train staff on various educational strategies designed to improve student performance in lieu of student instruction during the school day. The waiver allows staff development to be provided as part of the day. In order to receive full Average Daily Attendance (ADA) funding, ECISD must provide at least 120 minutes of student instruction. The waiver provides for a maximum of 2,100 waiver minutes to use for professional development. Ector County ISD has 6 early release days on the 2023-2024 academic calendar for a total of 1,080 minutes.



[Home \(/\)](#) / [Texas Schools \(/texas-schools\)](#) / [Waivers \(/texas-schools/waivers\)](#) / [State Waivers Unit \(/texas-schools/waivers/state-waivers\)](#)

State Waiver Types - Expedited

This page outlines information on the various expedited waivers available through TEA. Certain waiver requests may be requested and approved for up to three years.

Modified Schedule/State Assessment Testing Days

This waiver allows the district or charter school to modify the schedule of classes for students who are not being tested to report to and attend school after the state assessment testing period has ended, therefore reducing the interruptions during testing period. Students who are not being tested must still meet the maximum 2-through-4 hour requirement for funding (see SAAH 3.6.6 Attendance Accounting during Testing Days).

Foreign Exchange Student

This waiver allows the districts or charter schools to limit the number of foreign exchange students to a number that is **5 or more** per high school under Texas Education Code §25.001 (e). A request to limit the number to less than five per high school must be submitted as a general waiver application.

- The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application.
- The districts and charter schools must enroll foreign exchange students who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.

[Foreign Exchange Student Waiver Guidelines \(/texas-schools/waivers/state-waivers/foreign-exchange-student-waiver-guidelines.pdf\)](#)

[Foreign Exchange Student Waiver FAQ's \(/texas-schools/waivers/state-waivers/foreign-exchange-student-waiver-faqs.pdf\)](#)

Teacher Data Portal of the Texas Assessment Management System

The assessment data portal of the Texas Assessment Management System became fully operational in October 2011 and complies with the requirements of Texas Education Code (TEC), §32.258, as enacted by House Bill 3, 81st Legislature. Districts that are interested in fulfilling the requirement of TEC, §32.258 to provide teacher access to student assessment data through a local student data system must apply for an expedited waiver from the Texas Education Agency (TEA). The local data portal must meet the following requirements:

- The local data portal must be accessible to all teachers in the core subject areas (reading/English Language Arts, mathematics, science, and social studies) and must allow teachers to view their own students' assessment data. It is a local decision whether to extend access to teachers outside of the four core subjects; however, districts must consider whether there exists a sound educational reason, allowable under the Family Educational Rights and Privacy Act (FERPA), for non-core teachers to have access to student-level data.
- Student data must be available from the 2007–2008 school year forward and include data indicating progress in student achievement.
- Student data must be available on or before the first instructional day of the year following the year in which the data were collected.
- The local data portal must permit comparisons of student performance at the classroom, campus, district, and state levels. Though it will not be necessary for local data portals to contain statewide data for comparisons of student performance, local portals must include a link to the TEA's website where statewide reports (/student.assessment/results) are posted.
- As a condition to granting a waiver for teacher access to the state data portal, local systems must have all of the above data available to teachers.

Note that districts and charter schools that receive a waiver from the requirement to provide teachers with access to the state data portal must still provide the teacher-student linking information in their summer PEIMS submissions. There is no waiver from the PEIMS submission requirement.

The deadline for submitting an expedited waiver request to fulfill the requirements of TEC, §32.258 through a local student data portal is August.

Staff Development

This waiver allows the district and charter schools to train staff on various educational strategies designed to improve student performance in lieu of student instruction during the school year.

Effective with the 2018-2019 school year, the *Staff Development Minutes Waiver* provides for a maximum of 2,100 total waiver minutes to use for professional development for districts and charter schools that provide operational and instructional minutes.

Each district and open-enrollment charter school may choose how to apply their approved *Staff Development Minutes Waiver*. For instance, schools may choose to offer early release, late start, all day staff development, or a combination. However, the total waiver minutes for staff development shall not exceed 2,100 minutes per year.

This waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. Effective with the 2018-2019 school year, the *Staff Development Minutes Waiver* may not be used prior to the first day of student instruction or after the last day of student instruction.

On staff development days when students are in attendance part of the day, in order to receive full ADA funding, the district or open-enrollment charter school must provide at least 120 minutes of student instruction. *Instructional* minutes are defined in the SAAH as the portion of the school day in which instruction takes place along with other exceptions. In addition to the 120 minutes of student instruction, any staff development waiver minutes reported must reflect actual staff development minutes provided.

There will be no change in the waiver application for staff development minutes for the 2019-2020 or 2020-2021 school year. Districts and charter schools should continually seek to provide high-quality staff development that will impact student outcomes.



REQUEST FOR APPROVAL OF INTERLOCAL AGREEMENT BETWEEN ECTOR COUNTY ISD AND REGION 18 FOR READING ACADEMIES

This Interlocal Agreement is for Region 18 to provide Ector County ISD Blended Cohorts for Reading Academies – grades Kindergarten through Third Grade as required by HB3.

This agreement will be in effect from June 2023 through June 2024.

INTERLOCAL AGREEMENT TEA HB 3 Reading Academies June 2023-2024 Blended Cohort(s)

THIS INTERLOCAL AGREEMENT (hereinafter referred to as "Agreement") is made and entered into by and between the Ector County ISD, (hereinafter referred to as "The District" and Education Service Center Region 18, (hereinafter referred to as "Region 18 ESC"),

WHEREAS, the Texas Government Code, Chapter 791, the "Interlocal Cooperation Act," authorizes local government entities to enter into interlocal contracts for governmental purposes; and

WHEREAS, a goal of House Bill 3 ("HB 3"), an initiative which was passed in the 86th Legislative Session, was to increase teacher knowledge and implementation of evidenced based practices to positively impact student literacy achievement; and

WHEREAS, per HB 3 all Kindergarten through Third Grade teachers and principals must attend a HB 3 literacy achievement academy by the 2022-2023 school year; and

WHEREAS, to accomplish the outcome of every Kindergarten through Third Grade teacher and principal receiving HB 3 Reading Academy training, TEA has published guidance in the form of letters to school districts and FAQ guidance to Education Service Centers; and

WHEREAS, the most recent guidance to Authorized Providers and Education Service Centers regarding their provision of HB 3 Reading Academies to school districts and is incorporated for all purposes into this MOU as if reproduced in its entirety; and

WHEREAS, TEA states that school districts have the following three options relating to ensuring their teachers obtain HB 3 Reading Academies training:

1. Serve as an approved Authorized Provider

District must have submitted an application and gained TEA approval. District, as an Authorized Provider, accepts full responsibility for administration and costs of HB 3 Reading Academies including providing staff, travel, operating expenses, and technology support.

2. Implement HB 3 Reading Academies Locally

District enters into an agreement with an Authorized Provider, and then employ staff to act as Cohort Leaders and provide either the Blended or Comprehensive training locally to teachers and principals. District pays a flat fee to the Authorized Provider (\$10,000 per Cohort Leader for Blended; \$12,000 per Cohort Leader for Comprehensive).

3. Utilize an Authorized Provider for Blended training for teachers and principals.

District enters into a financial agreement with an Authorized Provider and pays \$400 per participant for Blended Model. Authorized Provider provides all services necessary.

WHEREAS, Region 18 ESC, as an Authorized Provider, desires to comply with the guidance set forth by TEA by entering into this agreement with school districts that opt to provide Reading Academy training for their teachers and principals through Options 2 and 3 above.

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the Parties hereto agree as follows:

I. Designation by District of Reading Academies Services to be Provided by Region 18 ESC:

The District opts to utilize Region 18 ESC as an Authorized Provider to provide the HB 3 Reading Academy training via the **Blended Model** to teachers and principals.

II. Responsibilities of the Parties.

a. For Region 18 ESC:

- 1) Ensure all Cohort Leaders meet the screening requirements determined by TEA.
- 2) Hire Cohort Leaders and assume responsibility for providing salary and benefits.
- 3) Ensure all Cohort Leaders attend the Cohort Leader training provided by TEA.
- 4) Ensure all Cohort Leaders abide by the established participant limitations for each cohort:
 - i. The leader of a Blended Cohort may manage a cohort of no more than 100 participants. Blended Cohort Leaders may lead up to 3 cohorts at a time.
- 5) Support online training as determined by the TEA Blended Model.
- 6) Review submitted assignments and provide individual scoring and feedback.
- 7) Coordinate any additional logistics with the district.
- 8) Communicate monthly progress towards participant course completion.
- 9) Provide registration assistance, logistical support and technical assistance to Cohort Leaders and the District.

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b. For the District:

- 1) Assign one or more individuals to support the coordination and implementation of Reading Academies.
- 2) Identify participants, including pathways and cohort start dates for HB 3 Reading Academies.
- 3) Support district participants in creation of TEALearn Account.
- 4) Structure the district professional development calendar to support the implementation of Reading Academies.
- 5) Communicate Reading Academies expectations to participants and collect signed "Participant Statement of Understanding" for all participants enrolled in the course. The statement of understanding will be provided by ESC Region 18.
- 6) Provide necessary resources or technology for participants to participate in digital learning mandated by TEA.
- 7) Submit requested documentation as part of the program evaluation process or information requests from TEA.
- 8) Support Region 18 ESC in tracking and supporting teacher completion of Reading Academy requirements.
- 9) Ensure participants are willing and able to complete the entirety of the Reading Academies content within the course time period.

III. TERM OF AGREEMENT

This Agreement shall be effective from June 2023, and terminate, except as provided herein, in June 2024, unless sooner terminated upon 30 days prior written notice by either party or upon completion of all training by Region 18 ESC of the District's personnel (the "Term"). Upon termination hereof, each party agrees to cooperate with the other to fulfill any action required by TEA in its regulation of Reading Academies. No monies will be refunded unless Agreement is terminated within 30 days of initial signing date.

IV. FEES

District will pay a \$400 fee per participant, with a total of 70 participants for a total cost of \$28,000.00. District will make these payments from current revenues available to it. 913

V. ADDITIONAL TERMS AND CONDITIONS.

1. **Assignments.** Neither Party may assign this Agreement without the prior written consent of the other.

2. **Entire Agreement.** This Agreement contains all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.

3. **Independent Contractor Status.** Each party and its people are independent contractors in relation to the other party with respect to all matters arising under this Agreement. Nothing herein shall be deemed to establish a partnership, joint venture, association, or employment relationship between the parties.

4. **Third Party Beneficiaries.** Nothing in this Agreement creates, or will be deemed to create, third party beneficiaries of or under this Agreement.

5. **Governing Law.** This Agreement shall be governed, construed, and enforced according to the laws of the State of Texas, without giving effect to principles of conflicts of laws, and the Parties agree to resolve any dispute in the state and federal courts having jurisdiction in Midland County, Texas.

6. **Sovereign Immunity.** Nothing in this Agreement shall be deemed to waive the sovereign immunity of Region 18 ESC, of the staff and employees of Region 18 ESC, or of the District.

7. **Dispute Resolution.** The Executive Director of Region 18 ESC or his/her designee and the authorized agent of the District shall resolve disputes that develop under this Agreement.

8. **Severability.** If any of the terms, sections, subsections, sentences, clauses, phrases, provisions, covenants, conditions or any other part of this Agreement, are for any reason held to be invalid, void or unenforceable, the remainder of the terms, sections, subsections, sentences, clauses, phrases, provisions, covenants, conditions or any other part of this Agreement shall remain in full force and effect and shall in no way be affected, impaired or invalidated.


9. **Public Information.** This Agreement is public information. To the extent, if any, that any provision of this Agreement is in conflict with Chapter 552 of the Texas Government Code as amended (the "Texas Public Information Act") the same shall be of no force and effect. Each party agrees that it will notify the other party of any public information request which seeks disclosure of confidential information and will assert a lawful objection or privilege to keep such information confidential.

10. **Amendments.** This Agreement may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties. 914

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this AGREEMENT to be executed by their duly authorized representatives.

The individuals signing below are authorized to do so by the respective Parties to this Agreement.

FOR AND ON BEHALF OF THE DISTRICT FOR AND ON BEHALF OF REGION 18 ESC

By: _____	By: 
Superintendent Signature	Authorized Signature
_____	Dewitt Smith Exec Dir/CEO
Printed Name	Printed Name and Title
_____	8/31/2023
Date	Date
Dr. Andrea Moreno-Hewitt	Jill Rivera
District Contact Person	Region 18 ESC Contact Person
Executive Director of C&I	Chief Instructional Officer
_____	_____
Title of Contact	Title of Contact
802 N. Sam Houston	2811 LaForce Blvd.
Street Address	Street Address
Odessa, TX 79761	Midland, Tx. 79706
_____	_____
City, State Zip	City, State Zip
432-456-8492	432-561-4307
_____	_____
Contact's Telephone Number	Contact's Telephone Number



REQUEST FOR APPROVAL OF EXTRACURRICULAR STATUS OF 4-H ORGANIZATION RESOLUTION AND ADJUNCT STAFF MEMBERS

The State Board of Education passed an amendment that allows public school students to be considered “in attendance” when participating in approved off-campus activities with an adjunct staff member of the school district.

This amendment provides local school boards the opportunity to recognize County Extension Agents as adjunct staff members and to count students participating in 4-H/Extension educational activities in attendance for Foundation School Program purposes.

It is recommended that the board approve the request by the 4-H organization to be sanctioned as an extracurricular activity.

ECTOR COUNTY EXTENSION SERVICE



Monday, August 14, 2023

Dr. Scott Muri
Ector County Independent School District
802 N. Sam Houston
Odessa, Texas, 79761

Dear Dr. Muri:

On behalf of the 4-H members of Ector County, I hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. We request the enclosed RESOLUTION be presented for consideration at the next scheduled meeting of the Board of Trustees of the Ector County Independent School District. I further request that questions regarding this RESOLUTION be directed to me in a timely manner so that I may prepare and present an appropriate response so as not to delay action on this request.

Finally, I request that a signed copy of this RESOLUTION, along with a copy of the minutes of the Board meeting, be forwarded to me for my files.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

A handwritten signature in blue ink, appearing to read "Steve Paz", with a long horizontal line extending to the right.

Steve Paz

County Extension Agent
4-H Coordinator

Attachment: Resolution for Extracurricular Status of 4-H Organization

Ector/Midland County Extension Office
1010 E 8th | Odessa, Texas 79761
<https://ector.agrilife.org/> | Tel. 432-498-4071

RESOLUTION

EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the

Ector County Independent School District

meeting in public with a quorum present and certified,
did adopt this resolution that recognizes the

Ector/Midland

County Texas 4-H Organization as approved for recognition and eligible
for extracurricular status consideration under 19 Texas Administrative Code,
Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject
to all rules and regulations set forth under the 19 Texas Administrative Code
as interpreted by this Board and designated officials of this school district.

Texas A&M AgriLife Extension
will request academic eligibility for all 4-H competitive activities,
regardless if a school absence is or is not required, and
for non-competitive purposes when an absence is required.

Approved this 19th day of September, 2023.

Board of Trustee

Superintendent

ECTOR COUNTY EXTENSION SERVICE



Monday, August 14, 2023

Dr. Scott Muri
Ector County Independent School District
802 N. Sam Houston
Odessa, Texas, 79761

Dear Dr. Muri:

On behalf of the Ector/Midland County Extension Staff, I hereby respectfully request approval of the attached Adjunct Faculty Agreement with the Ector Independent School District.

The State Board of Education passed an amendment to 19 TAC§129.21 (j). Requirements for Student Attendance Accounting for State Funding Purposes allows public school students to be considered "in attendance" when participating in off-campus activities with an adjunct staff member of the school district. Section 3 of the Student Attendance Handbook states:

(1) The student is participating in an activity that is approved by the local board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the school district, or an adjunct staff member who:

(A) has a minimum of a bachelor's degree; and

(B) is eligible for participation in the Teacher Retirement System of Texas.

Ector County requests the agents listed on the enclosed Adjunct Faculty Agreement be awarded adjunct staff member status for the period of time indicated on the agreement.

I hope Ector Independent School District will accept this request. Please let me know if you would like to schedule an appointment to discuss the amendment and request or if you need further information.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

A handwritten signature in blue ink, appearing to read "Steve Paz", with a long horizontal flourish extending to the right.

Steve Paz

County Extension Agent
4-H Coordinator

Attachment: Resolution for Extracurricular Status of 4-H Organization

Ector/Midland County Extension Office
1010 E 8th Street | Odessa, Texas 79761
<https://ector.agrilife.org/> | Tel. 432-498-4071

**THE STATE OF TEXAS
COUNTY OF ECTOR**

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Ector County Independent School District, hereinafter referred to as "District." A quorum having been established, the Board proceeded to consider the appointment of the herein named individual(s) as an adjunct member of the Ector Independent School District.

Upon consideration and vote of _____ in favor, Ector County 4-H is hereby named as adjunct faculty member(s) of the Ector County Independent School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the 19th day of September, 2023 and remain in effect until the 23rd day of May, 2024.
2. This appointment will include the Texas A&M AgriLife Extension Service employees listed below:

NAME	TITLE	DEGREE	INSTITUTION	DATE
Steven Paz	CEA – 4-H	B.S./M.S. Agriculture Economics	Texas Tech	1990/1991
Abigail Pritchard	CEA – Family & Community Health	B.S. Home Economics	Texas Women’s University	1976
Krista Elkins-Chin	CEA – Health	B.S. Biology – Athletic Training	UTPB	2013
Brady Evans	CEA – Agriculture & Natural Resources	B.S./M.S. Agriculture	Texas A&M University Kingsville	2014
Sara Moran-Duran	CEA – Horticulture	B.S./M.S. Horticulture	New Mexico State University	2015

3. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Ector County Independent School District.
4. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.
5. Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator of District 6 or Rebel Royall County Extension Director.
6. Adjunct faculty member(s) shall receive all group insurance benefits, workman’s compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member(s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members’ activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct, or control the activities and/or participation of such County Extension Agent(s) who have been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Ector/Midland County Extension Agent(s), (See List) (Extension employee) is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Ector County Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this 19th day of September, 2023.

Ector County Independent School District

By: _____



**REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING
BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF
THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL
READINESS ACADEMY – CHILDREN WITH DISABILITIES**

The purpose of this Memorandum of Understanding is to define the framework and provide guidance for effective collaboration of services to benefit young children from the ages of three to five years of age with disabilities and their families.

This agreement will be in effect from September 2023 to May 2024 and will be reviewed on an annual basis.

**MEMORANDUM OF UNDERSTANDING
BETWEEN
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AND GOPB, Inc. HEAD START/EHS SCHOOL READINESS ACADEMY
THIS AGREEMENT WILL BE IN EFFECT FROM SEPTEMBER 2023 AND
REVIEWED ON MAY 2024.**

Parties to the Agreement

This Agreement is between Ector County Independent School District and GOPB, Inc. Head Start/EHS School Readiness Academy. GOPB, Inc. Head Start/EHS School Readiness Academy and Ector County ISD agree to develop collaboration and cooperation with one another to maximize benefits of services to children with disabilities and their families through utilization of consultation and ongoing process of new ways to share resources, eliminate duplication and barriers. This Agreement documents the plans for shared working procedure.

Purpose of Agreement

- A. The intent of this Agreement is to define the framework and provide guidance for effective collaboration of services to benefit young children with disabilities and their families. It is the commitment of these agencies to work together to assure coordination and continuum of services to children with disabilities from the ages of three to five years. All services will be provided in compliance with Federal mandates.
- B. To improve availability and the quality of services for Ector County children age three through age five, and their families.
- C. To promote further collaboration of services in a shared plan to efficiently identify, evaluate, and assist children and families with disabilities.
- D. To define the roles and responsibilities of the named parties toward coordination and greater collaboration.
- E. To ensure that all services are provided in accordance with the Federal mandates.

RECRUITMENT AND IDENTIFICATION

Objective: Identify potential children with disabilities to assure early intervention.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Recruit, enroll and serve eligible children ages 3-5 years.
- Provide 10% enrollment opportunities for children with disabilities.
- Provide the community and community agencies with information (flyers, brochures) describing the program.
- Actively recruit via public displays and presentations at community functions and seek referrals from the community and its agencies serving families and children with disabilities.

Ector County ISD Responsibilities

- Identify potential children with disabilities ages 3 to 5 in compliance with the Individuals with Disabilities Education Act (IDEA).
- Provide information to parents of children with disabilities regarding specific services for their children and family.
- Provide referrals to GOPB Head Start for children with suspected or verified disabilities.

SCREENING AND REFERRAL

Objective: Provide all children with comprehensive screenings in all areas of functioning to determine if further assessment is warranted.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Coordinate screening of all Head Start children according to Performance Standards and Program Policy and Procedures.
- Provide screening of all enrolled children addressing visual/motor; body awareness; hearing and dental, by use of Health, (ASQ 3, ASQ-SE, Articulation Screener, and TS Gold Checkpoint).
- Share with parent/guardian the screening information and screening results.
- Based on the Head Start Speech and Language Screening instrument, Head Start will consult with EC ISD SLP to provide classroom strategies to be implemented by the teacher for 4-6 weeks until re-screening takes place.
- Notify the parents of any screenings that suggest a need for further re-screening.
- Make referrals to Ector County ISD in a timely manner to comply with Child find.

Ector County ISD Responsibilities:

- Review all screening information when receiving referrals from Head Start.
- Follow up on failed screenings by consulting with Head Start Disabilities/Mental Health Manager and begin the referral process and follow up on students receiving intensive classroom interventions (4-6 weeks) to determine the need for re-screening.

EVALUATION

GOPB, Inc Head Start/EHS School Readiness Academy Responsibilities:

- Once the referral is accepted and under the direction of EC ISD staff the Disabilities/Mental Health Manager will schedule a parent conference to obtain parental consent and explain parental rights.
- Ensure that follow-through of referral packet is completed and submitted to the Ector County ISD Special Education Department.
- Participate in the evaluation process by providing supporting information from home visit, teacher information and teacher observation reports.

Ector County ISD Responsibilities:

- Notify Head Start staff on the status and outcome of the evaluation and results of testing and assessments provided by Ector County ISD within 45 days
- Ensure that the evaluation personnel prepare a written report of the results of the evaluation and verifies that the child's disability meets all the requirements of the Individuals with Disabilities Education Act. (IDEA).

INDIVIDUAL EDUCATION PLAN

Objective: Determine the most appropriate Individual Education Program (IEP).

GOPB, Inc. Head Start/EHS School Readiness Responsibilities:

- Participate in the IEP process for children enrolled in the Head Start Program.
- Implement IEP goals and objectives into the Head Start Lesson Plan.
- Disabilities/Mental Health Manager will communicate with parents and appropriate Head Start staff regarding ARD meeting dates and participation.
- All IEP's are kept confidential and locked.

Ector County ISD Responsibilities:

- Facilitate the development and review of IEP.
- Notify Disabilities Manager of ARD meeting for each enrolled child with verified disabilities.
- Provide a copy of the IEP and evaluation report to Head Start staff.
- ARD committee will meet at least once a year to review the child's IEP.
- Provide services according to date on IEP.

SERVICES

Objective: Provide appropriate services in the least restrictive environment.

GOPB, Inc. Head Start/EHS School Readiness Responsibilities:

- Assure that teaching staff have appropriate training.
- Access and share resources of other community agencies for children with disabilities as determined in the IEP.
- Accommodations will be made at each Head Start site for virtual therapy.

Ector County ISD Responsibilities:

- Provide special education and related services based on the IEP in the least restrictive environment.
- Provide services as outlined in the Individuals with Disabilities Education Act (IDEA).
- Therapy services will be provided at Lamar or Carver Elementary.
- If need be services will be provided through virtual therapy.

TRANSITION

Objective: Ensure a system exists between GOPB, Inc. Head Start School Readiness Academy and Ector County ISD to transfer information about children who will transition from Head Start to Ector County ISD.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Arrange meeting between Head Start staff and Ector County ISD staff.
- The Disabilities/Mental Health Manager will notify the public school of child's planned enrollment prior to date of enrollment so that services will continue as soon as possible.
- Transfer transition packets with any pertinent records that would facilitate the transition.

Ector County ISD Responsibilities:

- Collaborate with the Head Start staff for a transition into public school.
- Provide transition information to parents and Head Start staff at the annual ARD meeting prior to enrollment in the kindergarten program.

TRAINING AND RESOURCE

Objective: Ensure maximum benefits for services to children and families are reached through utilization of existing resources and training.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Invite Ector County ISD staff to participate in agency in-service training when applicable.
- Share resources and equipment as need arises as documented in the IEP.
- Invite Ector County ISD for visits to Head Start Program Sites.

Ector County ISD Responsibilities:

- Invite Head Start staff to participate in Ector County ISD in-service training when applicable.
- Share resources and equipment as need arises as documented in the IEP.
- Invite Head Start staff to visit future kindergarten sites.

CONFIDENTIALITY

All acknowledge confidentiality requirements that each agency must follow regarding the sharing and release of information, with the consent of families, of personally identifiable information regarding children and families. Each agency will protect the rights of young children with respect to records and reports created, mainlined, and used by the public agencies. It is the intent of this Agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Both agencies will adhere to the Family Educational Rights and Privacy Act (FERPA) and will ensure that agency policies and procedures are followed to safeguard the confidentiality of parents and children. In addition, both agencies will obtain written consent from parents before releasing any information.

PROGRAM CONTACTS

**GOPB, Inc. Head Start/EHS School
Readiness Academy
Executive Head Start Director:**

**Mrs. Catriva Webbs
206 W. 5th
Odessa, Texas 79760
(432)337-1352**

Contact Person:

**Ms. Melba Dominguez
Disabilities/Mental Health Manager
(432)337-1352 Ext 219**

**Ector County ISD
Executive Director
Special Education**

**Mr. Mark Gabrilezyk
P.O. Box 3912
Odessa, Texas 79760
(432)456-8719**

Arbor Terrace Head Start School Readiness Academy
Mrs. Tonya Pyles
Center Manager/Education Specialist
432-335-0539

Booth Head Start School Readiness Academy
Mrs. Cerna
Center Manager/Education Specialist
432-381-0108

Chaffin Head Start School Readiness Academy
Miss. Lisa Torres
Center Manager/Education Specialist
432-337-44

Hollingsworth Head Start School Readiness Academy
Mrs. Glenda Smith
Center Manager/Education Specialist
432-332-9021

Whitiker Head Start School Readiness Academy
Ms. Cindy Calhoun
Center Manager/Education Specialist
432-335-9335



**REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING
BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF
THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL
READINESS ACADEMY – PARENT POWER PROGRAM**

The purpose of this Memorandum of Understanding is to identify teen fathers/mothers and address their needs and concerns, as well as engage and educate them.

This agreement will be in effect from September 2023 to May 2024 and will be reviewed on an annual basis.



Greater Opportunities of The Permian Basin, Inc.
Head Start/Early Head Start
School Readiness Academy

P.O. Box 3922
Odessa, Texas 79760
(432) 337-1352



COMMUNITY PARTNERSHIP

BETWEEN ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND GOPB, INC.
HEAD START SCHOOL READINESS ACADEMY

Head Start Revised Performance Standards 1302.53 (b)(1) - Community Partnerships

We believe (1) a child benefits most from a comprehensive, interdisciplinary program designed to meet the needs of the whole child, and (2) the child's entire family, and the community must be involved in meeting these needs if the program is to have a lasting impact upon the child's total development.

This letter is to confirm the Partnership between G.O.P.B., Inc. Head Start School Readiness Academy and the Ector County Independent School District. The role and responsibility of the ECISD will be to help identify teen fathers/mothers, and refer them to the Parent Power Program to help them address their needs and concerns, as well as engage and educate them. As addressed in GOPB, Inc.'s Community Assessment, teen pregnancy is a growing concern in our communities, and by forming this partnership, we can assist young parents in obtaining some of the necessary skills to become involved, nurturing parents of their children.

The 10-week curriculum-based workshop known as "Parent Power" will be formatted into a 5-month program designed to provide support, guidance and resources for young fathers and mothers facing the challenges of being young parents. This 5-month program is designed to assist high school-age fathers and mothers in the ECISD program and the community. The goal of the program is to assist fathers and mothers gain the skills and confidence to be responsible for their own futures, with an emphasis on developing strong, nurturing relationships with their children and families. The goal of the facilitator(s) is to provide the sessions/classes, information, skills and support for the fathers and mothers in the Parent Power Program, and also encourage them to be a part of ECISD's Teen Fatherhood Initiative program.

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The Parent Power program will provide meals, child care, handouts/binders, and a graduation recognition ceremony for those who complete the program. The facilitator(s) will present the 10-week session program on campus at Hollingsworth Head Start School Readiness Academy (900 S. Grant) on Tuesday evenings from 5:30 – 7:30 p.m. The first session will begin Tuesday, September 26, 2023, and the last session/graduation will be January 16, 2024 (with January 23, serving as a make-up day in case of bad weather).


The Foundations of Fatherhood curriculum used in the program will cover the following topics:

Fatherhood Self-Assessment	Character of a Man	Influence of Character
My Anger- Friend or Foe	Dealing with Guilt & Shame	My Child's Life-Part I
My Child's Life - Part II	Improving Communication	Healthy Relationships
Traditions, Culture & Identity	Developing Your Support System	
Fatherhood, The Next Level		

The Graduation/Recognition Ceremony for all Parent Power program graduates will take place January 16, 2024 at the Hollingsworth Head Start/Early Head Start Center.

This partnership will be reviewed and renewed on a yearly basis by both parties involved.

This partnership will be in effect from August, 2023 through July, 2024.



Catriva Webb, Executive Director
GOPB, Inc.
Head Start School Readiness Academy

ECISD Representative

8/30/23

Date

Date



**REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING
BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF
THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL
READINESS ACADEMY - TRANSITION**

The purpose of this Memorandum of Understanding is to establish a partnership to ensure a smooth transition between the Head Start setting and the public school setting.

This agreement will be in effect from September 2023 to May 2024 and will be reviewed on an annual basis.



Greater Opportunities of the Permian Basin Inc.
Head Start & Early Head Start
School Readiness Academy

P.O. Box 3922
Odessa, Texas 79760
Office (432) 337-1352
Fax (432) 333-3373



MEMORANDUM OF UNDERSTANDING BETWEEN

**ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND
GOPB, INC. HEAD START SCHOOL READINESS ACADEMY**

This agreement is between Ector County Independent School District and the Greater Opportunities of the Permian Basin, Inc. Head Start School Readiness Academy. This agreement will be in effect from September 2023 to May 2024 and will be reviewed on an annual basis.

I. PURPOSE OF INTERAGENCY AGREEMENT:

The purpose of this agreement is to establish a partnership between Ector County Independent School District and GOPB, Inc. Head Start School Readiness Academy regarding children transitioning from GOPB to the public school.

It is the intent of this agreement to:

- A. Define services to be provided by each agency.
- B. To ensure a smooth transition between the Head Start setting and the public school setting.
- C. Ensure that each agency assumes the responsibilities and by doing so, ensure available resources are utilized in the most effective manner.
- D. Ensure that the cooperative arrangements between Ector County ISD and Head Start are developed, implemented and reviewed at least annually.

II. ITEMS OF COLLABORATION:

Ector County Independent School District will:

- A. Provide necessary information to enhance a smooth transition.
- B. Provide available data to GOPB, Inc. Head Start Transition Manager tracking Head Start children.
- C. Participate in the transition activities.
- D. Abide by the confidentiality rules of the state and federal government.

GOPB, Inc. Head Start School Readiness Academy will:

- A. Follow procedures for transferring student records to Ector County Independent School District procedures are as follows:
 - 1. Parent signs consent form.
 - 2. Forms and letters are completed and placed in folder.
 - 3. Teachers prepare student's folders; the parent takes it to the next school setting.

- B. Abide by the confidentiality rules of the state and federal government.

III. TRANSITION ACTIVITIES:

Ector County Independent School District will:

- A. Provide parents the opportunity to attend trainings and speakers.
- B. Invite parents and children to local schools and introduce children to the teachers.

GOPB, Inc. Head Start School Readiness Academy will:

- A. Prepare children and their parents for transitioning into public school system.
- B. Schedule a transition training for Head Start parents.
- C. Invite personnel of the Ector County Independent School District to visit Head Start Sites.

This Memorandum of Understanding will be reviewed on an annually basis or as needed.



Greater Opportunities of the Permian Basin, Inc.
Head Start School Readiness Academy
Mrs. Catriva Webbs, Executive Director

Ector County Independent School District
Dr. Scott Muri, Ector County ISD Superintendent



REQUEST FOR APPROVAL OF PUBLIC SCHOOL DISTRICT AND OPEN-ENROLLMENT CHARTER SCHOOL AGREEMENT 2023-2024 BETWEEN ECTOR COUNTY ISD AND TEXAS VIRTUAL SCHOOL NETWORK

The TXVSN, created by the 80th Texas Legislature in 2007, provides teacher-led, highly interactive electronic (online) courses for students across the state that have been approved by the Texas Education Agency (TEA). The purpose of this agreement is to provide guidelines necessary for participation in the TXVSN statewide course catalog. This agreement requires annual signatures from the public school district superintendent and the designated TXVSN District Administrator.

It is recommended that the Board of Trustees approve the Public School District and Open-Enrollment Charter School Agreement 2023-2024 between Ector County ISD and Texas Virtual School Network as presented.



Statewide Course Catalog Public School District and Open-Enrollment Charter School Agreement 2023-2024

Note: The following agreement contains language reflective of current Texas Virtual School Network (TXVSN) processes and operations. The Texas Education Agency (TEA) will notify receiver districts of any changes to processes, operations, and related functions as needed and will invite receiver district feedback.

The TXVSN, created by the 80th Texas Legislature in 2007, provides teacher-led, highly interactive electronic (online) courses that have been approved by the Texas Education Agency (TEA) to Texas students and schools. The following terms of agreement provide guidelines necessary for participation in the TXVSN statewide course catalog. This agreement requires an annual signature from the public school district or charter school superintendent and designation by the superintendent of a TXVSN District Administrator. The parties to this agreement are TXVSN central operations and the TXVSN receiver district whose official representative's name and authorized signature appear below. Please read the agreement in its entirety before signing.

Definitions

1. State virtual school network, Texas Virtual School Network, network, and TXVSN mean the state-led online learning initiative established under Texas Education Code (TEC) Chapter 30A. The TXVSN is comprised of two components, the supplemental statewide course catalog and the full-time virtual online schools program. Authorized by the TEC Chapter 30A, the TXVSN is a partnership network administered by the TEA in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, non-profit entities, private entities, corporations, and institutions of higher education as defined by 20 U.S.C. §1001.
2. TXVSN course provider (or course provider) is an entity that meets eligibility requirements and provides an electronic course through the TXVSN.
3. An electronic (online) course is an educational course in which instruction and content are delivered primarily over the Internet, a student and teacher are in different locations for a majority of the student's instructional period, most instructional activities take place in an online environment, the online instructional activities are integral to the academic program, extensive communication between a student and a teacher and among students is emphasized, and a student is not required to be located on the physical premises of a school district or charter school. An electronic course is the equivalent of what would typically be taught in one semester. For example: English IA is treated as a single electronic course and English IB is treated as a single electronic course.
4. TXVSN central operations refers to TEA and other designated staff charged with carrying out the day-to-day operations of the TXVSN, including the centralized student registration system, statewide course catalog listings, and other administrative and reporting functions.
5. TXVSN course review refers to the submission and review process that ensures courses provided through the TXVSN meet requirements adopted by the State Board of Education and the commissioner of education per TEC, Chapter 30A.
6. The TXVSN statewide course catalog is a supplemental online high school instructional program available through approved TXVSN course providers.
7. TXVSN receiver district (or receiver district) is a Texas public school district or charter school that has one or more students enrolled in the district or charter school who take one or more online courses provided through the TXVSN statewide course catalog.
8. Course and enrollment types:
 - a. Accelerated courses are scheduled for less than 10 weeks in duration.
 - b. Semester-paced courses follow a traditional semester schedule of 10 or more weeks in duration.

- c. Continuous enrollment courses have a flexible instructional start and end date.
 - d. Non-continuous enrollment courses have a fixed instructional start and end date.
9. Successful course completion is the term that applies when a student taking a high school course has demonstrated academic proficiency of the content for a high school course and has earned a minimum passing grade of 70% or above on a 100-point scale, as assigned by the properly credentialed online teacher(s), sufficient to earn credit for the course.
 10. A responsible adult is the person designated by the school district or open-enrollment charter school who is 21 or older and is not a relative of a student. An examination proctor must be a responsible adult.
 11. A course examination is an assessment that measures students' mastery of 50% or more of the entire course knowledge, skills, and student expectations.
 12. School days, for the purposes of calculating the TXVSN course drop period, follow the schedule determined by TXVSN central operations.
 13. Course cost is the per student fee that TXVSN course providers charge to deliver an instructor-led online course provided through the TXVSN statewide course catalog to students. Each TXVSN course provider must publish its course cost in the TXVSN catalog. Per TEC, §30A.155, course cost may not exceed \$400 dollars per semester course. Many TXVSN course providers charge a lesser fee.
 14. Normal course load for a student is defined by the Texas Attorney General as seven credit hours per school year (i.e., seven courses per semester).

TXVSN Receiver District Responsibilities

TXVSN receiver district shall implement legal requirements by:

1. notifying students and parents of the option to enroll in an electronic course offered through the TXVSN at the time and in the manner that the school district or open-enrollment charter school informs students and parents about courses offered in the district's or school's traditional classroom setting;
2. adopting and sending, at least once per school year, to a parent of each district or school student enrolled at the middle and high school level a copy of the written policy adopted under TEC, §30A.007 that provides students with the opportunity to enroll in electronic courses provided through the TXVSN, consistent with TEC §26.0031. This policy must:
 - a. specify how parents and students are to be notified of the option to enroll in courses offered through the TXVSN;
 - b. not deny the request of a parent to enroll a student in a course offered through the TXVSN, other than as allowed by exceptions specified in TEC §26.0031; and
 - c. ensure that the Admission, Review, and Dismissal committee of a student with a disability determines if enrollment in a TXVSN course(s) meets the student's needs.
3. following attendance accounting procedures for TXVSN courses based on criteria established by TEC, Chapter 30A and described in the most current version of the TEA's annual Student Attendance Accounting Handbook, including withdrawing a student from a TXVSN course when the student is no longer actively participating in the course.
4. confirming student eligibility to enroll in a course provided through the TXVSN based on the following criteria:
 - a. the student, on September 1 of the school year;
 - i. is younger than 21 years of age; or
 - ii. is younger than 26 years of age and entitled to the benefits of the Foundation School Program (FSP) under the TEC, §42.003;

- b. the student has not graduated from high school; and
 - c. the student
 - i. is otherwise eligible to enroll in a public school in this state; or
 - ii. meets the following requirements:
 - 1. is a dependent of a member of the United States military;
 - 2. was previously enrolled in high school in this state; and
 - 3. no longer resides in this state as a result of a military deployment or transfer.
5. understanding that if an eligible student participates in a course offered through the TXVSN, meets the requirements for enrollment, and is enrolled in the Texas school district or charter school, the student is eligible to generate FSP funding in the same manner as a student who receives instruction in a traditional classroom. A student is eligible to generate FSP funding for participation in a TXVSN course or program regardless of whether the student is physically present at school while participating in the course or program.
 6. recognizing that for a TXVSN course for grades 9-12 to count toward Average Daily Attendance (ADA) eligibility status, the student must successfully complete the course.
 7. understanding that a total of no more than three semester courses taken through the TXVSN statewide course catalog during any one semester may be used in determining a student's ADA eligibility, except for a student who lacks eight or fewer credits to meet his or her graduation plan, per the specifications in TEA's current annual Student Attendance Accounting Handbook.
 8. recognizing that it may decline to pay the cost for a student of more than three courses during any semester during the regular school year or a course taken during the summer semester, although this does not limit the ability of the student to enroll in additional electronic courses at the student's expense.
 9. recognizing that full-time enrollment in the TXVSN means enrollment in four or more TXVSN courses for grades 9-12 and confirming the eligibility of the student to enroll full-time in courses offered through the TXVSN. A student enrolled in a TXVSN receiver district is eligible to enroll full time in courses offered through the TXVSN statewide course catalog only if the student meets the eligibility requirements in 4(a) – (c)(i) and meets one of the following three criteria:
 - a. was enrolled in a public school in this state in the preceding school year;
 - b. is a dependent of a member of the United States military who has been deployed or transferred to this state and was enrolled in a publicly funded school outside of this state in the preceding school year;
 - c. has been placed in substitute care in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year; or
 - d. is a dependent of a member of the United States military; and
 - i. was previously enrolled in high school in this state; and
 - ii. no longer resides in this state as a result of a military deployment or transfer.
 10. establishing local procedures for students who reside within the district or open-enrollment charter school's attendance zone and are eligible to enroll but are not enrolled in a school district or charter school ("un-enrolled students") to register for up to two electronic courses per semester offered through the TXVSN statewide course catalog. The un-enrolled student (e.g., private school or home school student) is not eligible to generate FSP. The district or charter school shall charge the course cost published in the TXVSN course catalog for enrollment in an electronic course provided through the TXVSN statewide course catalog to the student. Un-enrolled students will be assigned to the receiver district's campus in the TXVSN system for purposes of TXVSN reporting and invoicing only. Procedures must:
 - a. address collection of the course cost from the student by the district or charter school and timely payment

- for the course per the invoicing process identified by TXVSN central operations;
- b. address award of the appropriate unit of credit to the student for completing the course;
- c. note that the un-enrolled student is not considered to be a public school student and is not entitled to any right, privilege, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing an electronic course;
- d. communicate whether a nominal administrative fee, not to exceed \$50, will be assessed to the un-enrolled student by the district or charter school (TEC §30A.155); and
- e. ensure that the semester course cost does not exceed \$400.

The TXVSN receiver district shall plan and implement participation in the TXVSN statewide course catalog by

11. designating staff to fulfill the following TXVSN roles:

- a. the District Administrator is the primary contact with TXVSN central operations for all compliance and financial communications as well as for access to TXVSN systems for district-wide student records and reporting;
- b. the TXVSN Site Coordinator(s) enrolls students in TXVSN courses; receives grade reports from course instructors; proctors or arranges examination proctors; mentors, monitors, and supports students taking courses or supervises persons assigned to mentor, monitor, and support students; and, serves as a primary contact for the online course instructor; and
- c. a mentor is a responsible adult who is assigned to mentor, monitor, and support all students to ensure satisfactory progress is made in the course.

12. abiding by the enrollment schedule and any published priorities, enrollment and drop dates, and processes established by TXVSN central operations.

13. supplying TXVSN central operations with a current listing of campus principals and notifying the principals that they are required to confirm the registration of TXVSN Site Coordinator(s) on their campus.

The TXVSN receiver district shall use TXVSN systems to:

14. select the course that best meets students' needs by reviewing the course catalog descriptions and TXVSN course provider data published in the TXVSN course catalog.

15. notify TXVSN central operations of all course drops by the deadlines established by TXVSN central operations using the MyTXVSN secure workspace.

16. monitor key dates for students to drop high school courses according to the following drop periods:

- a. For a non-continuous enrollment course, a 14-school-day drop period after instructional start date;
- b. For a continuous enrollment course, a 14-school-day drop period after instructional start date or after student's enrollment date if student joins the course after the instructional start date; and
- c. For an accelerated course, a four-school-day drop period after the instructional start date.

17. follow appropriate **dual enrollment** procedures for a dual credit course, including:

- a. registering the student in TXVSN using the MyTXVSN system;
- b. enrolling the student into the TXVSN course;
- c. applying to and also enrolling the student in the selected institution of higher education offering the dual credit course through the TXVSN;
- d. adhering to the selected higher education institution's enrollment and drop schedule; and

- e. implementing dual credit rules as established by the TEA and the Texas Higher Education Coordinating Board. The Texas Administrative Code (TAC), §4.84 and §9.144, requires that any dual credit partnership between a secondary school and a public college include a written agreement approved by the governing boards or designated authorities of both institutions. The agreement between the secondary school and a public college must comply with the TXVSN agreement for courses provided through the TXVSN. This TXVSN agreement does not replace the agreement between the institution of higher education and the secondary school.

The receiver district shall support students enrolled in TXVSN statewide catalog courses by:

18. ensuring that the TXVSN Site Coordinator(s) and mentor(s) communicate regularly with course instructors and with students to monitor students' progress throughout the course and support their successful course completion.
19. accepting the final grade awarded by the TXVSN course provider for students still enrolled in a TXVSN course after the drop period has passed and applying local grading policy and weights as appropriate.
20. retaining responsibility for providing student services, including bilingual/ESL education, special education, hospital/homebound services, migrant education, §504, or other support services. It is the responsibility of the receiver district to communicate a student's need for modifications or accommodations well in advance of the course start date.
21. providing technical support to students when the school's software and hardware are used to access courses.
22. providing students with required materials such as textbooks, calculators, or lab materials for the selected course if not included by the course provider. Required materials are noted in the course detail description of each course.
23. ensuring that an adult who is 21 or older monitors the student during laboratory and field investigations and physical activity in physical education courses.

The receiver district shall apply the most current attendance accounting rules established by the TEA.

Important PEIMS Reporting Information: The receiver district shall ensure that student enrollment in each TXVSN catalog course is reported per PEIMS Code Table C182 using the Non-Campus Based Instructional Code "05".

The following examples of attendance accounting rules for students who are enrolled in the receiver district are taken from the Student Attendance Accounting Handbook:

24. Enrollment in courses for grades 9-12 taken through the TXVSN may apply toward ADA eligibility status. For a TXVSN course for grades 9-12 to count toward ADA eligibility status, the student must successfully complete the course regardless of whether or not the student is physically present at the school when taking the online course.
25. For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more TXVSN courses for grades 9-12 (i.e., for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 60 minutes of daily instructional time for purposes of the 2- through 4-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.)
26. A total of no more than three semester courses taken through the TXVSN statewide course catalog may be used in determining a student's ADA eligibility for any one semester with a maximum of six total semester courses in a school year. (An exception applies to a student who lacks up to eight semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. That student may earn funding for a maximum of six semester courses through the TXVSN course catalog in the second semester of the school year. (See 12.2.2.1 for more information.)
27. For purposes of recording a student's daily attendance, a student enrolled full time in TXVSN courses for grades 9-12 (enrolled in a minimum of four TXVSN courses) is considered to have been present (in attendance) for each day of

instruction in the reporting period.

28. The daily attendance of a student who is not enrolled full time in TXVSN courses for grades 9-12 is determined by whether that student was present or absent at the official attendance-taking time, or, if the student is not scheduled to be on campus at the official attendance-taking time, whether the student was present or absent at the alternate attendance-taking time set for that student.
29. The TEA determines a student's ultimate ADA eligibility status for a semester based on whether the student successfully completed each TXVSN online semester course in which the student was enrolled, using course completion data reported by the district. If the student did not successfully complete a TXVSN course, the TEA adjusts the student's ADA eligibility status accordingly. Resulting adjustments to the district's FSP funding are made in the following school year.

The receiver district shall agree and adhere to the following financial procedures:

30. TEA is not a vendor. TEA does not manage the internal purchase orders of a district or charter school. The district or charter school is responsible for management of their purchase orders.
31. A school district or open-enrollment charter school may charge a fee for enrollment in an electronic course provided through the TXVSN statewide course catalog to a student who resides in this state and: (1) is enrolled in a school district or open-enrollment charter school as a full-time student with a course load greater than that normally taken* by students in the equivalent grade level in other school districts or open-enrollment charter schools; elects to enroll in an electronic course provided through the network for which the school district or open-enrollment charter school in which the student is enrolled as a full-time student declines to pay the cost, as authorized by TEC §26.0031(c-1); or enrolls in a TXVSN course during the summer. (*A normal course load is defined by the Attorney General as seven credit hours per school year (i.e., seven courses per semester.)
32. A school district or open-enrollment charter school that is not the course provider may charge a student enrolled in the district or school a nominal fee, not to exceed \$50, if the student enrolls in an electronic course provided through the TXVSN that exceeds the course load normally taken* by students in the equivalent grade level as authorized by TEC §30A.155 (c-1). (*A normal course load is defined by the Attorney General as seven credit hours per school year (i.e., seven courses per semester.)
33. The receiver district is responsible for making timely payment of 100% percent of the course cost for each student remaining in the course after the designated drop period and successfully completing coursework. It is responsible for timely payment of 70% of course cost for each student remaining in the course after the designated drop period, including students who were withdrawn after the designated drop period or did not successfully complete the coursework.
34. The receiver district is responsible for making timely payment for any course cost, even in the event where the district drops a student due to the student leaving the district and the student subsequently completing the course. In the event the student's new school district accepts the TXVSN receiver agreement and the course, then the new receiver district is then responsible for making timely payment, if the prior receiver district has not paid the course cost.
35. The receiver district will receive an invoice at the end of each semester based on the conditions noted above for each course provider in which the district had one or more student enrollment(s), including a student who transfers from the receiver district to another educational setting after beginning enrollment in a TXVSN course.
36. Payment of the course cost is due from the receiver district to the TEA in the amount and by the deadline indicated on the invoice regardless of the receiver district's internal policy regarding timing of a student's payment to the district, in cases where a student may be legally required to pay the course cost.
37. The receiver district will address any fee or invoice disputes directly with the course provider through the process identified by TXVSN central operations.



TXVSN Course Provider Responsibilities

A TXVSN course provider shall:

1. implement the TXVSN Course Provider Agreement.
2. provide access to courses as articulated in the TXVSN course catalog.
3. provide high school instructors who are Texas-certified in the course subject area and grade level (TEC Chapter 21, Subchapter B). Higher education institution instructors are subject to credentialing requirements of the higher education institution and may or may not have K-12 certifications.
4. provide online instructors who have successfully completed TXVSN-approved professional development (TEC §30A.112) or otherwise meet the requirements of the TXVSN Professional Development Policy.
5. retain records of background checks and fingerprinting for contract, substitute, or online instructors as articulated in TEC§22.0834(a) and §22.0836(h).
6. provide student progress reports and award a final grade in numeric format in accordance with the guidelines established by TXVSN central operations.
7. supply the district, school, and students with access to its acceptable use policy, course schedule, and other policies and procedures.
8. not promise or provide equipment or any other thing of value to a student or a student's parent as an inducement for the student to enroll in an electronic course offered through the state virtual school network (TEC §30A.1052).

TXVSN Central Operations Responsibilities

The TXVSN central operations shall:

1. ensure that all courses included in the TXVSN statewide course catalog are reviewed to ensure alignment with the Texas Essential Knowledge and Skills (TEKS) and other quality standards, per the requirements established in TEC, Chapter 30A.
2. publish the TXVSN course catalog, including courses, sections, and seats.
3. provide security for all TXVSN online data, information, and transactions.
4. provide the MyTXVSN secure workspace for reconciliation of student registration/enrollment data and use as the TXVSN communication center.
5. act as liaison between the receiver district and TXVSN course provider as appropriate.
6. make informed choice data on courses and TXVSN course providers available on <https://catalog.mytxvsn.org>.
7. collect and publish student and parent satisfaction data (TEC §30A.1021, as well as TXVSN course provider success data) on a routine basis.
8. staff a TXVSN Help Desk.
9. provide equal access to and support for each TXVSN course provider's courses.
10. facilitate TXVSN invoices sent to receiver districts and payments to be paid to TEA by receiver districts.



Responsibilities of All Parties

All parties agree to the following:

1. No party assumes liability for systems under the control of the other party or for actions of the employees of the other party.
2. No party has agreed to waive defense, right, immunity, or other protection under the law.
3. Except as otherwise provided in the Preamble above and in the Term of Agreement below, this agreement may not be amended or modified except by written agreement signed by both parties. This agreement supersedes all prior written or verbal representations or agreements concerning the subject matter of this agreement. TXVSN central operations may add additional requirements in order to provide economical, efficient and quality services to Texas students. Any such requirements shall be an amendment to this agreement and notice thereof shall be given by TEA to each receiver district on a timely basis.
4. No person(s) shall, on the basis of race, color, national origin, sex, religion, age or disability, be excluded from participating in the TXVSN, be denied the benefits of the TXVSN, or be otherwise subjected to discrimination.
5. No otherwise eligible student shall, solely by reason of disability, be excluded from participation in courses offered through the TXVSN.
6. All notices required in this agreement shall be in writing unless otherwise specified.
7. TEA may exercise all or any remedies available to it under law to enforce the provisions of this agreement.
8. This agreement shall be interpreted according to the laws of the State of Texas. Exclusive venue for any disputes concerning the agreement shall be Travis County, Texas.
9. The persons signing this agreement are authorized by their respective entities to bind the entities to this agreement.

Terms of Agreement

1. The term of this agreement is one year, beginning on the date both parties have signed same below. The agreement may be automatically renewed from year to year for additional one-year terms unless either party gives notice to the other party at least 30 days before the end of the term that such party intends to terminate the agreement at the end of the term or TXVSN makes updates to the agreement. The obligations of the receiver district shall continue and termination shall not be effective until all students enrolled in any courses at the time notice of termination is given have completed the course and all final course grades have been received. No students may be enrolled in any new courses through TXVSN once notice of intent to terminate has been given.
2. TEA may end this agreement without penalty if legislative authorization to offer an online course through the TXVSN is revoked.



District Roles

Each district must establish a TXVSN Administrator and provide TXVSN invoice recipient contacts. Details are provided below.

1. TXVSN Administrator (Required)

The TXVSN District Administrator will have access to district-wide confidential student data, TXVSN reports and financial data and will serve as a primary contact for the district. The TXVSN District Administrator will also manage students in the MyTXVSN system and assist with student course enrollments. Please identify a TXVSN District Administrator and provide the contact information below. (All fields are required.) The TXVSN Administrator will also receive a copy of the TXVSN invoices that are emailed to the district's business office.

Name Lisa Wills | Title Executive Director of Curriculum and Instruction
Email lisa.wills@ectorcountysd.org | Phone 432-456-8491

2. TXVSN Invoice Recipients - District Business Office (Required)

The Texas Education Agency will email the receiver district's district-level business office an invoice at the end of each semester for each course provider in which the district had one or more student enrollment(s).

Please provide a) the email address of the district-level business office group mailbox (preferred) or b) provide the contact information for two district level business office employees who should receive invoicing information.

A. District-level business office group mailbox and phone number (e.g., accountspayable@greatisd.org, 555-555-5555)

Email accounts.payable@ectorcountysd.org | Phone 432-456-9691

OR

B. Two district business office employees. (Complete all fields.)

1. Name Deborah Ottmers | Title Chief Financial Officers
Email deborah.ottmers@ectorcountysd.org | Phone 432-456-9491

2. Name Albessa Chavez | Title Executive Director of Finance
Email albessa.chavez@ectorcountysd.org | Phone 432-456-9701



3. Additional TXVSN Invoice Recipients (Optional)

If there are additional district personnel who should receive a copy of the TXVSN invoice, please list their names and contact information below.

1. Name _____ | Title _____
Email _____ | Phone _____

2. Name _____ | Title _____
Email _____ | Phone _____

Authorized Signature

Persons authorized to enter into this agreement are as follows:

- Texas Public District: Superintendent
- Texas Open-enrollment Charter School: Chief Executive Officer

Complete all fields below. Use Adobe Acrobat (or similar software) to digitally sign this form or provide a hand-written signature.

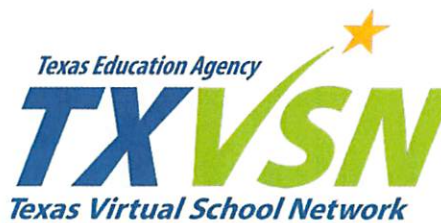
Name of Superintendent/CEO Dr. Scott Muri | Title Superintendent

District Ector County ISD | CDN 068901

Email scott.muri@ectorcountyisd.org | Phone 432-456-8552

Authorized Official's Signature _____ | Date _____

X I understand, by my signature above, the district or charter school is obligated to comply with all requirements contained in this agreement.



Receiver District or Open Enrollment Charter School

TXVSN Campus Activation Form

1. List the campuses serving grades 8-12 that are included in the district or open enrollment charter school's implementation of the Texas Virtual School Network.
 - a. Omit campuses not serving grades 8-12 or not participating in the current school year.
 - b. The principal listed for each campus will be responsible for approving the registration of TXVSN Site Coordinators for his/her campus via email.
2. Incomplete listings will not be accepted.
3. After completing, submit the PDF with the Course Catalog School Agreement to the [TXVSN help desk](#).

<input type="checkbox"/> If New	District Name	Campus ID (9 digit)	Campus Name/Address	Principal First Name	Principal Last Name	Principal Phone	Principal Email
	ECTOR COUNTY ISD	068901003	Permian High School	Delesa	Styles	432-456-0039	Delesa.styles@ectorcountyisd.org
	ECTOR COUNTY ISD	068901002	Odessa High School	Anthony	Garcia	432-456-0029	Anthony.garcia@ectorcountyisd.org
	ECTOR COUNTY ISD	068901698	Advanced Technical Center	Bradley "Ryan"	Merritt	432-456-4989	Bradley.merritt@ectorcountyisd.org
	ECTOR COUNTY ISD	068901011	George H. W. Bush New Tech Odessa	Abel	Avila	432-456-6989	Abel.avila@ectorcountyisd.org
	ECTOR COUNTY ISD	068901015	Odessa Collegiate Academy	James	Ramage	432-456-6429	James.ramage@ectorcountyisd.org
	ECTOR COUNTY ISD	068901014	OC Techs	Karl	Miller	432-456-6409	Karl.miller@ectorcountyisd.org
	ECTOR COUNTY ISD	068901004	Alternative Center	Amanda	Warber	432-456-0049	Amanda.warber@ectorcountyisd.org
	ECTOR COUNTY ISD	068901042	Bonham Middle School	Kamye	Smith	432-456-0429	Kamye.smith@ectorcountyisd.org
	ECTOR COUNTY ISD	068901043	Bowie Middle School	Amy	Russell	432-456-0439	Amy.russell@ectorcountyisd.org
	ECTOR COUNTY ISD	068901044	Crockett Middle School	Senovio	Ortiz	432-0449	Senovio.ortiz@ectorcountyisd.org
	ECTOR COUNTY ISD	068901046	Nimitz Middle School	Teresa	Willison	432-456-0469	Teresa.willison@ectorcountyisd.org

	ECTOR COUNTY ISD	068901045	Wilson & Young Middle School	Megan	Watts	432-456-0459	Megan.watts@ector countyisd.org
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Submitted by (printed name): _____

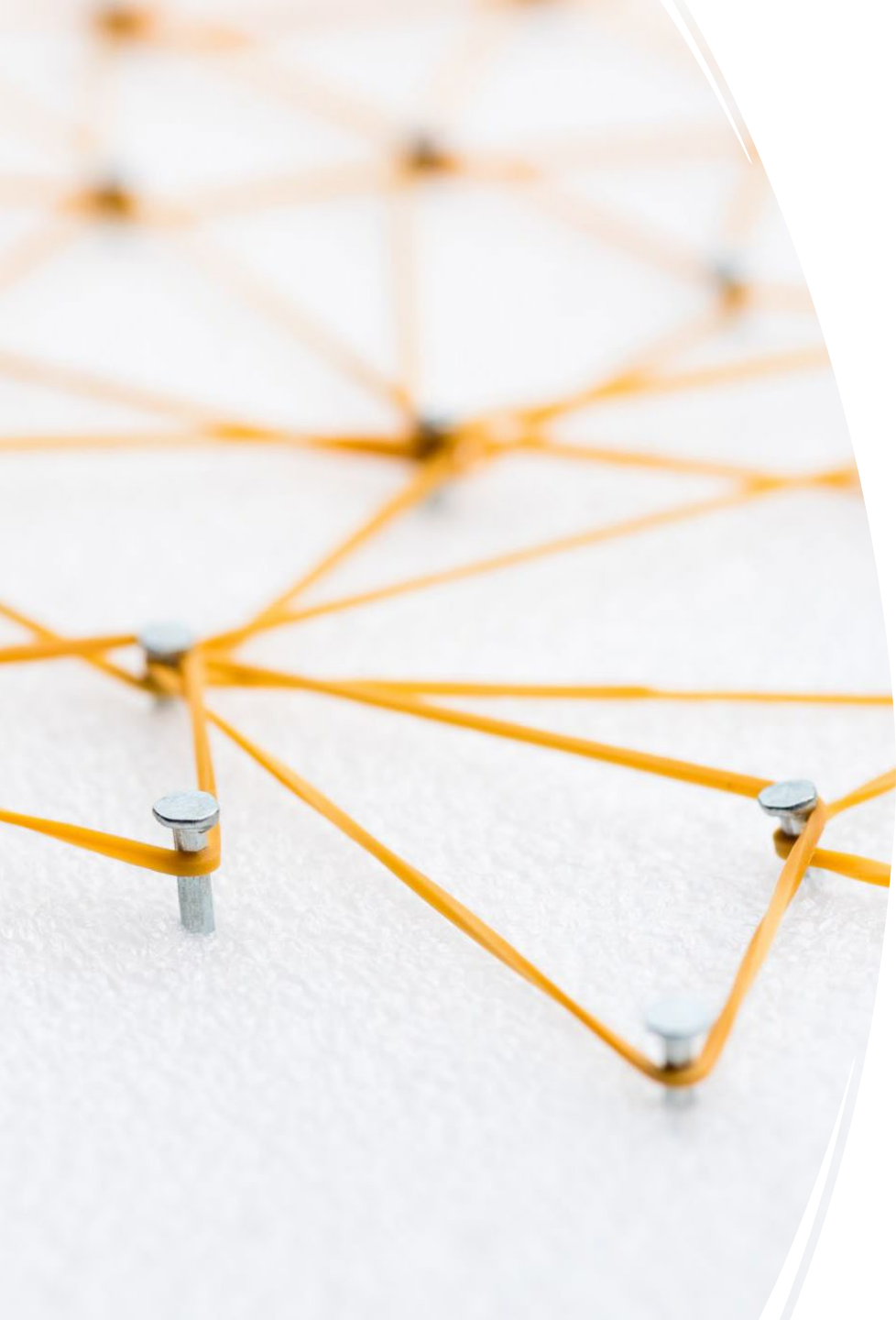
Date: _____

05/2023



PRESENTATION AND DISCUSSION OF SPRING 2023 PANORAMA DATA

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, is measured as part of our Indicators of Success. Panorama is the tool used to measure the School Connectedness metric. Spring 2023 Panorama data will be presented along with some next steps to increase the School Connectedness metric.



**Indicator
of
Success**

School Connectedness

Ector County ISD

Spring 2023

School Connectedness

Indicator of Success

- The belief held by students that adults and peers in the school care about their learning as well as about them as individuals.
- Based on 4 Survey Scales
 - Sense of Belonging
 - School Climate
 - School Rigorous Expectations
 - School Engagement

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	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.	59% ⁶	60% 57% Actual	61% 59% Actual	62% 51% Actual	63%

Panorama Student Survey ECISD Spring 2022

20,603
Students

38
Schools

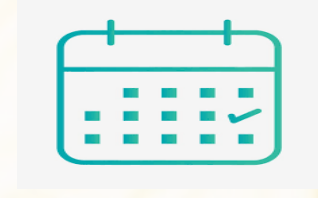
- **92%** of students shared feedback about their experiences in ECISD schools
- **27** schools had $\geq 95\%$ participation rate



Gr. 3-12
Students

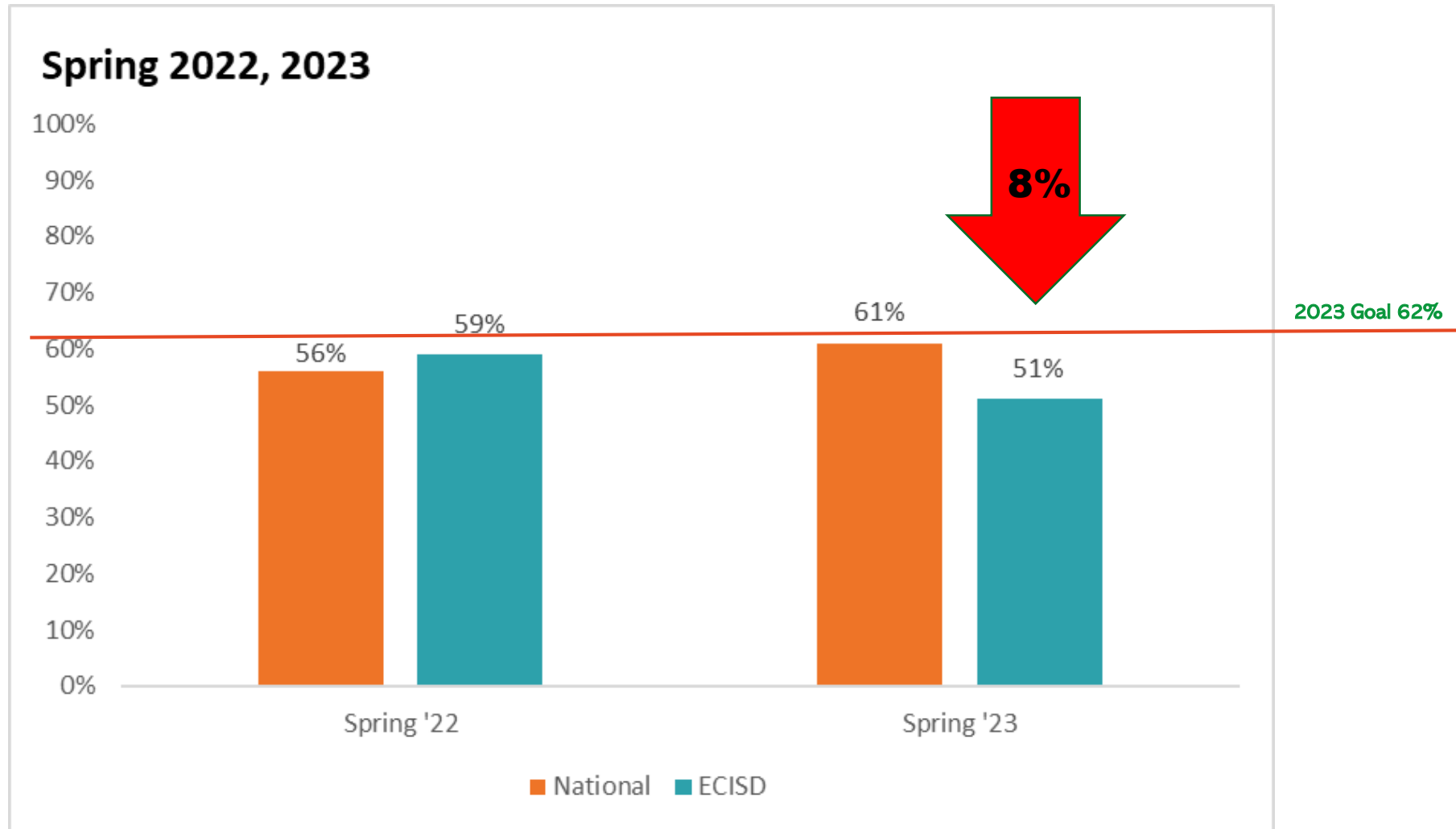


Students completed their
surveys in class

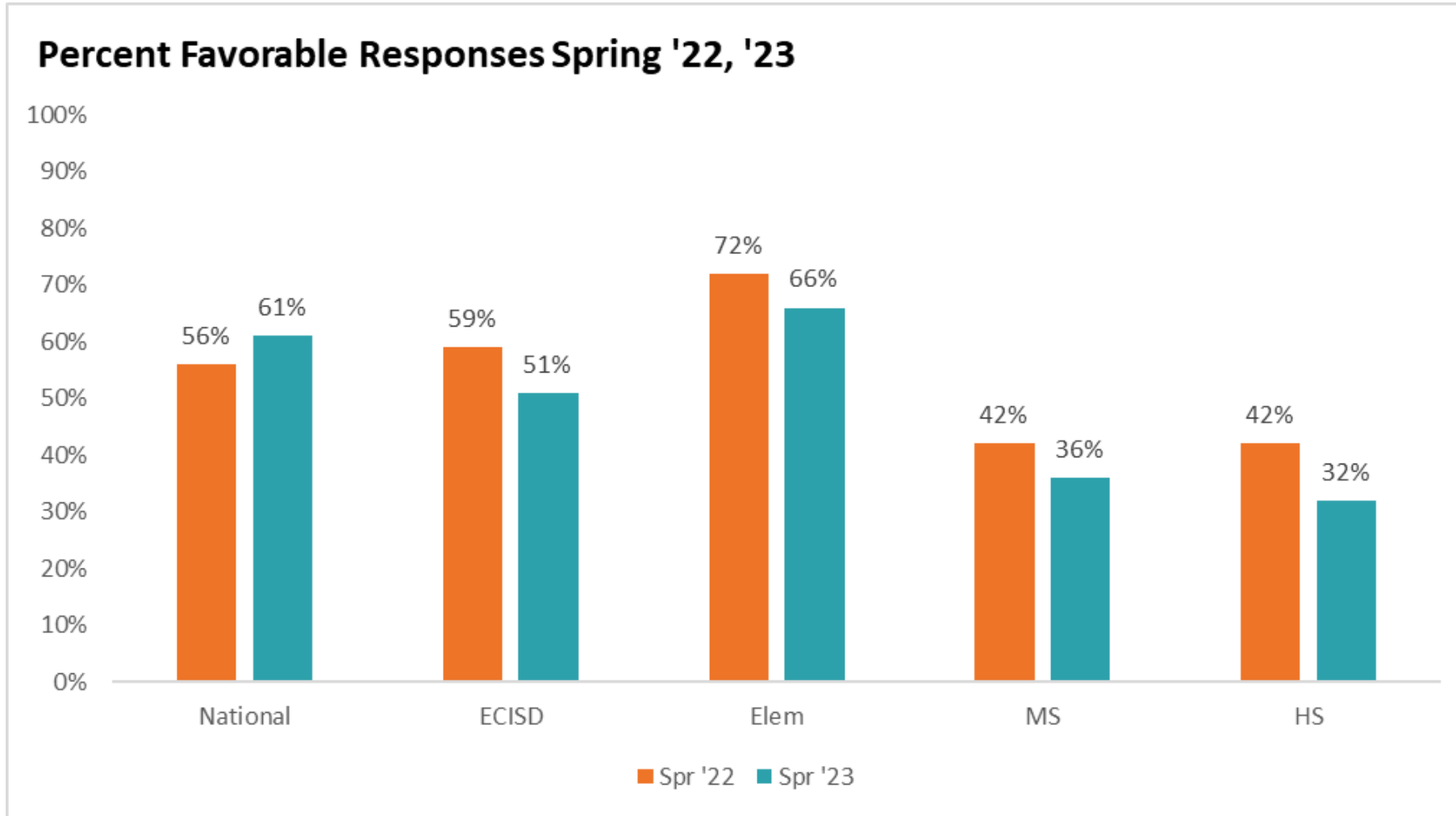


Students completed
surveys between
May 8 – May 19

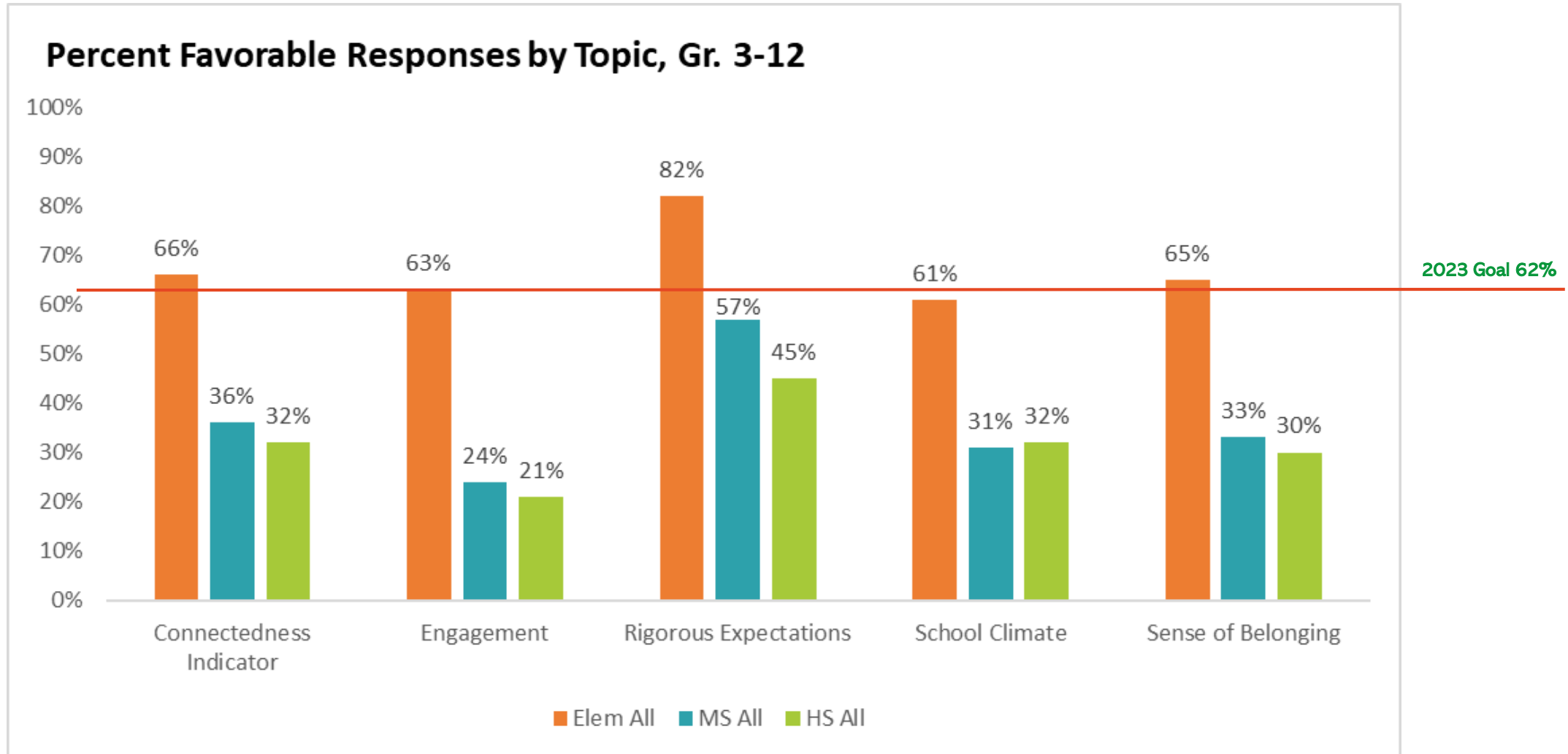
School Connectedness



School Connectedness



School Connectedness

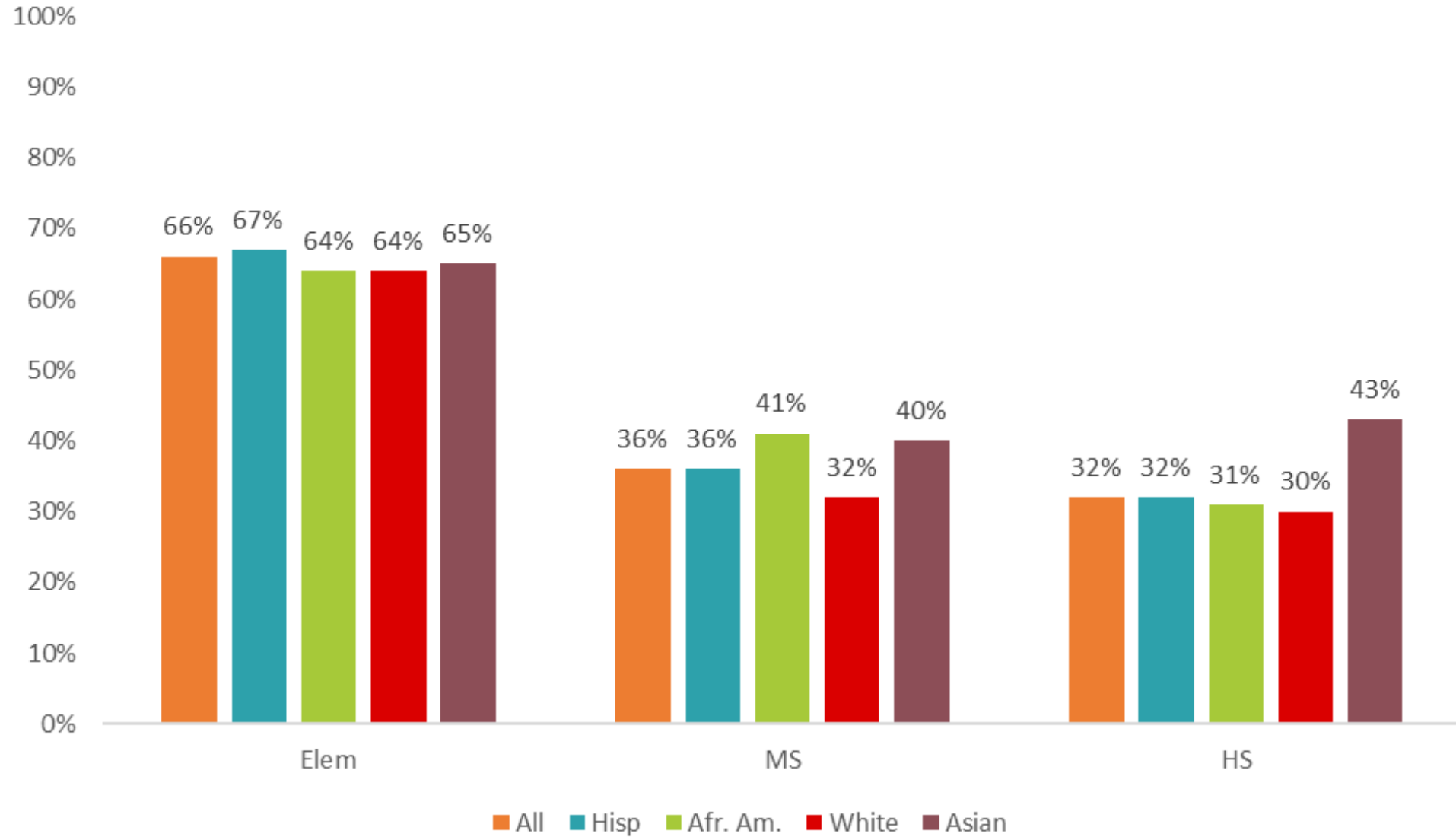


School Connectedness

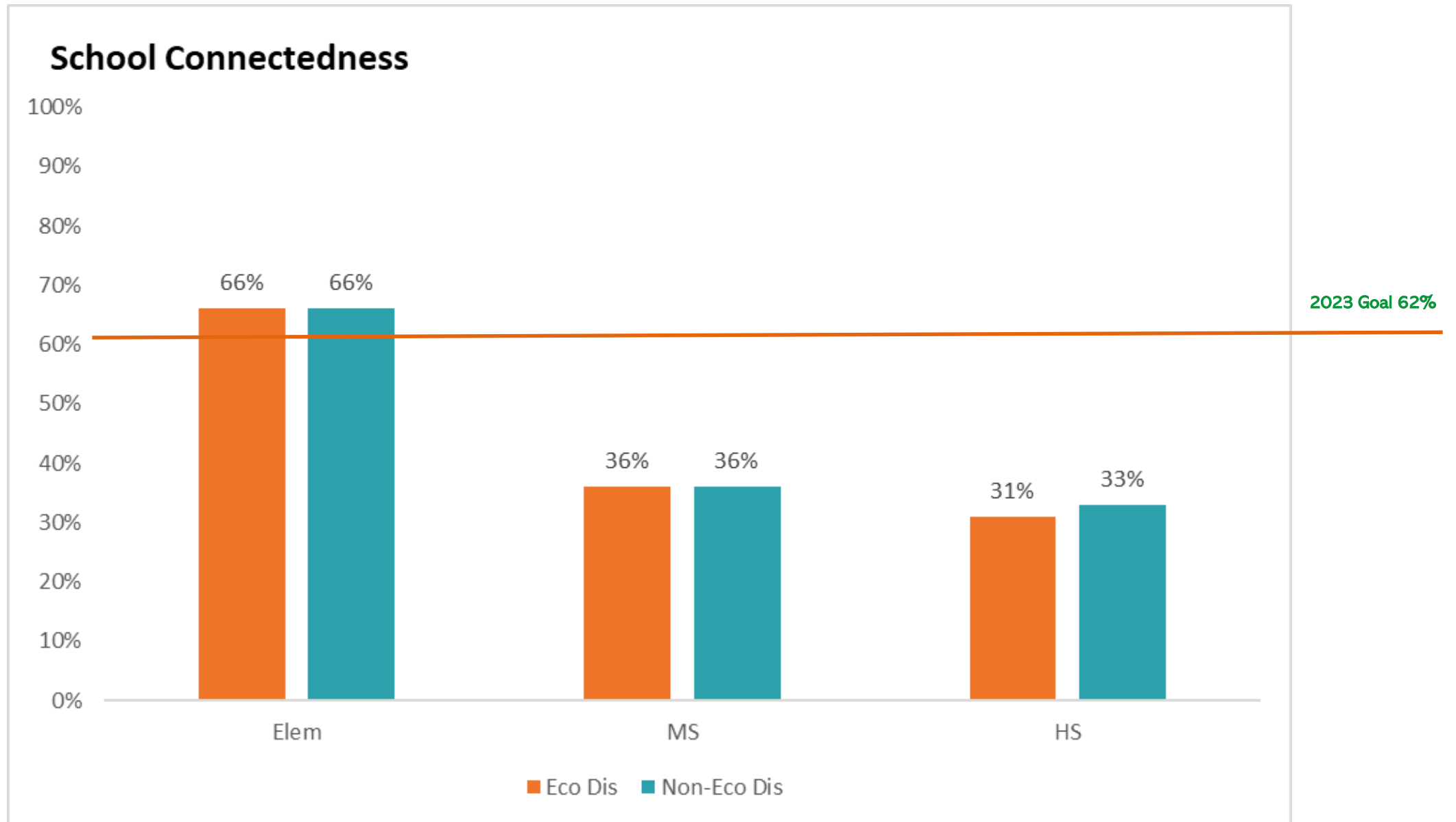
Student Groups



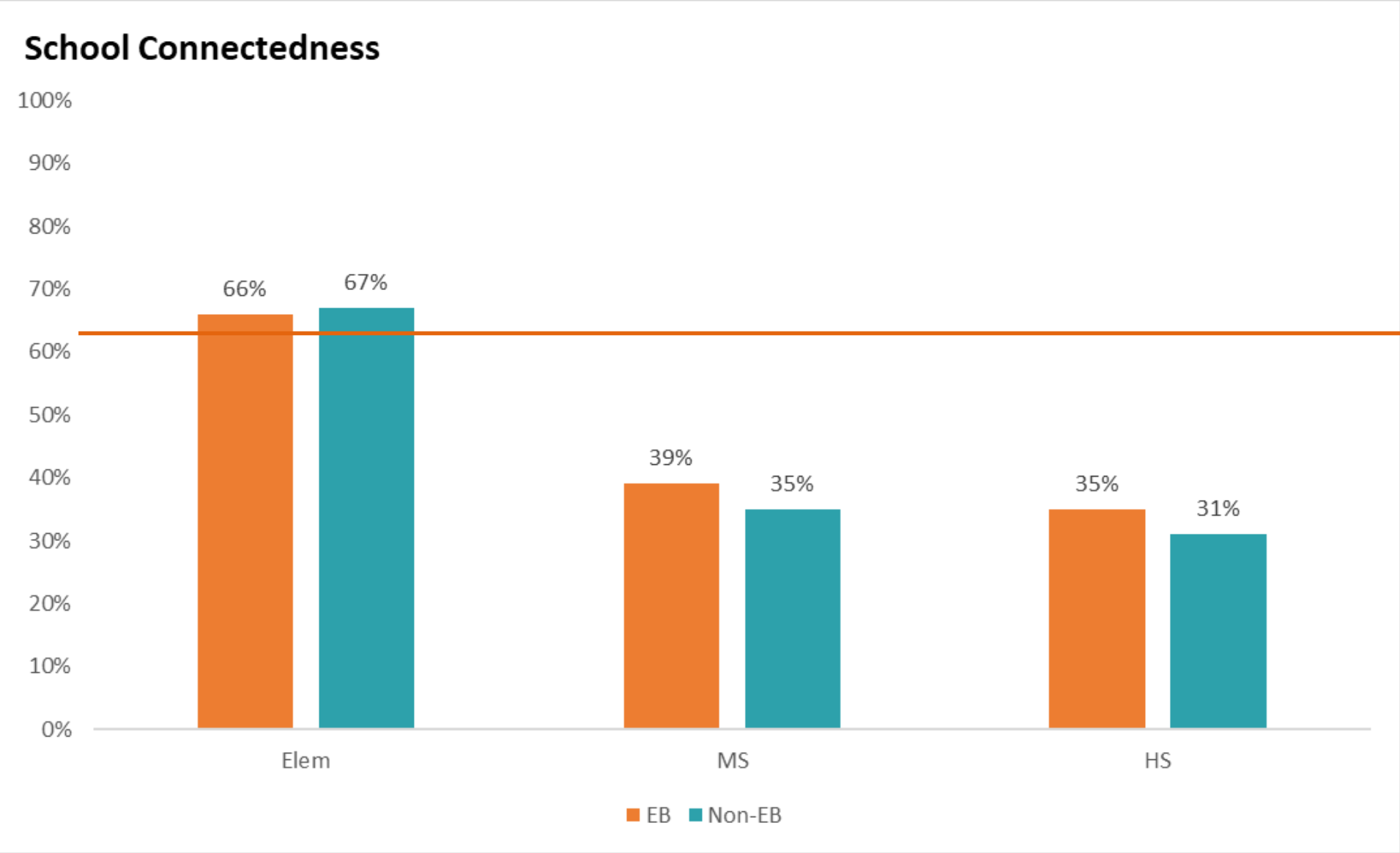
Spring 2023 School Connectedness



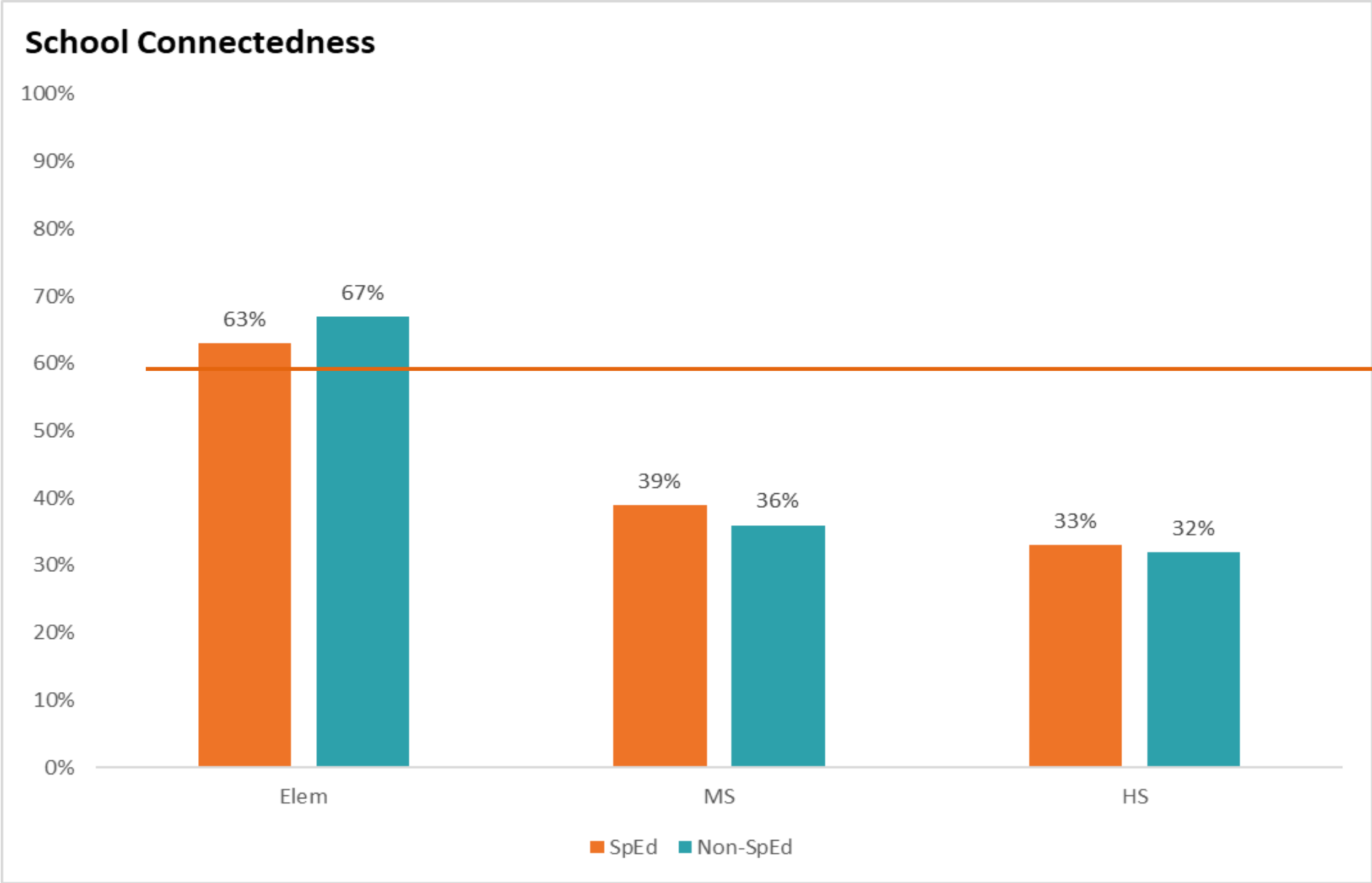
Economically Disadvantaged Spring 2023



Emergent Bilingual Spring 2023



Special Education Spring 2023



Insights

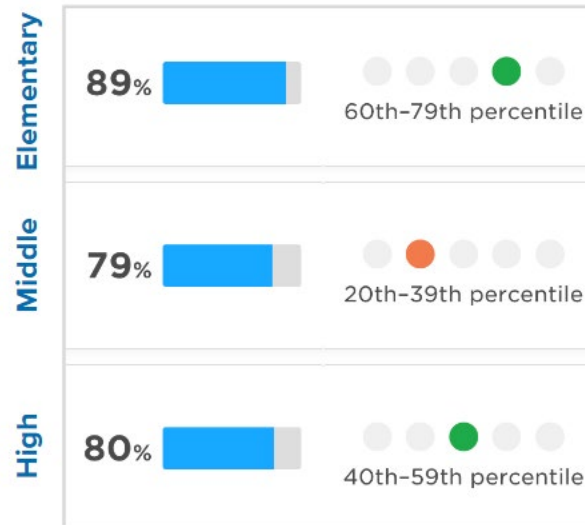
Most students believe their teachers encourage them to do their best in class

Elementary: How much does your teacher encourage you to do your best?

Secondary: How much do your teachers encourage you to do your best?

<u>Elementary</u>	<u>Middle</u>	<u>High</u>
87%	59%	51%

Students responded extremely positively when asked how supported they feel through their relationships with friends, family, and adults at school



There is an opportunity for growth by focusing on how connected students feel to adults in school.

Elementary: How much support do the adults at your school give you?

Secondary: How connected do you feel to the adults at your school?

<u>Elementary</u>	<u>Middle</u>	<u>High</u>
81%	27%	24%



Next Steps

DISTRICT GOAL

Increase our School Connectedness Indicator by increasing students' sense of belonging

Spring 2024

- Elementary - 78%
- Middle School – 49%
- High School- 48%





What will we do to increase sense of belonging?

-
- Collaboration between EDLs and Guidance and Counseling Team to plan for campus support
 - Leverage TTESS and TPESS process to support campus/classroom culture and student connections
 - Student Connectedness goals integrated in Campus Improvement Plans
 - Collaboration between Curriculum and Instruction to leverage SEL integration into English Language Arts and Social Studies curriculum standards



Thank you!



PRESENTATION AND DISCUSSION OF 2023 CCMR RESULTS

This presentation will provide an update on Board Goal #3. The percentage of high school graduates considered college, career, or military ready will increase from 56% to 65% by May 2024.



INFORMATION ITEMS

- Financials
- Purchasing Report
- Reclassified Auxiliary and Stipend/Supplemental Pay Plan
- Routine Personnel Report

GENERAL FUND (199) YTD BUDGET REPORT
 JULY 31, 2023

FOR 2024 01

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
199 GENERAL FUND							
00 GENERAL LEDGER AND REVENUE	-331,728,451	0	-331,728,451	-1,999,121.10	.00	-329,729,329.90	.6%
11 INSTRUCTION	202,095,977	0	202,095,977	3,353,719.27	16,079,606.42	182,662,651.31	9.6%
12 INSTRUCTIONAL RES & MEDIA SERV	2,159,943	0	2,159,943	3,463.50	37,420.80	2,119,058.70	1.9%
13 CURRICULUM & STAFF DEVELOPMENT	8,712,086	0	8,712,086	454,052.25	88,178.77	8,169,854.98	6.2%
21 INSTRUCTIONAL LEADERSHIP	5,656,651	0	5,656,651	395,531.57	65,365.98	5,195,753.45	8.1%
23 SCHOOL LEADERSHIP	21,539,711	0	21,539,711	765,099.40	141,821.13	20,632,790.47	4.2%
31 GUID, COUNS & EVALUATION SERVS	13,981,624	0	13,981,624	221,376.79	494,201.56	13,266,045.65	5.1%
32 SOCIAL WORK SERVICES	1,811,527	0	1,811,527	18,555.55	213.50	1,792,757.95	1.0%
33 HEALTH SERVICES	3,254,406	0	3,254,406	30,926.89	10,037.97	3,213,441.14	1.3%
34 STUDENT TRANSPORTATION	10,125,228	0	10,125,228	305,816.36	969,919.97	8,849,491.67	12.6%
36 CO/EXTRACURRICULAR ACTIVITIES	8,162,823	0	8,162,823	227,563.00	166,577.96	7,768,682.04	4.8%
41 GENERAL ADMINISTRATION	9,030,571	0	9,030,571	618,848.73	1,390,434.10	7,021,288.17	22.2%
51 FACILITIES MAINT & OPERATIONS	38,015,291	0	38,015,291	1,275,420.94	8,660,280.95	28,079,589.11	26.1%
52 SECURITY & MONITORING SERVICES	3,787,609	0	3,787,609	242,258.84	362,462.11	3,182,888.05	16.0%
53 DATA PROCESSING SERVICES	10,822,562	0	10,822,562	783,196.45	1,047,655.62	8,991,709.93	16.9%
61 COMMUNITY SERVICES	1,558,309	0	1,558,309	50,423.98	5,629.98	1,502,255.04	3.6%
71 DEBT SERVICE	1,294,300	0	1,294,300	12,151.28	1,066,595.11	215,553.61	83.3%
81 FACILITIES ACQUISITION & CONST	1,500,000	0	1,500,000	.00	.00	1,500,000.00	.0%
99 INTERGOVERNMENTAL CHARGES	2,132,882	0	2,132,882	.00	2,132,882.00	.00	100.0%
TOTAL GENERAL FUND	13,913,049	0	13,913,049	6,759,283.70	32,719,283.93	-25,565,518.63	283.8%
TOTAL REVENUES	-332,253,451	0	-332,253,451	-1,999,121.10	.00	-330,254,329.90	
TOTAL EXPENSES	346,166,500	0	346,166,500	8,758,404.80	32,719,283.93	304,688,811.27	
GRAND TOTAL	13,913,049	0	13,913,049	6,759,283.70	32,719,283.93	-25,565,518.63	283.8%

** END OF REPORT - Generated by BAUMANN, DUSTY **

SCHOOL NUTRITION (240) YTD BUDGET REPORT
 JULY 31, 2023

FOR 2024 01

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
240 SCHOOL NUTRITION							
00 GENERAL LEDGER AND REVENUE	-18,064,278	0	-18,064,278	-100,576.13	.00	-17,963,701.87	.6%
35 FOOD SERVICE	18,064,278	0	18,064,278	229,956.93	6,380,823.05	11,453,498.02	36.6%
TOTAL SCHOOL NUTRITION	0	0	0	129,380.80	6,380,823.05	-6,510,203.85	100.0%
TOTAL REVENUES	-18,064,278	0	-18,064,278	-100,576.13	.00	-17,963,701.87	
TOTAL EXPENSES	18,064,278	0	18,064,278	229,956.93	6,380,823.05	11,453,498.02	
GRAND TOTAL	0	0	0	129,380.80	6,380,823.05	-6,510,203.85	100.0%
** END OF REPORT - Generated by BAUMANN, DUSTY **							

DEBT SERVICE (599) YTD BUDGET REPORT
 JULY 31, 2023

FOR 2024 01

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
599 DEBT SERVICE FUND							
00 GENERAL LEDGER AND REVENUE	-46,520,000	0	-46,520,000	-204,243.85	.00	-46,315,756.15	.4%
71 DEBT SERVICE	46,520,000	0	46,520,000	2,250.00	10,767,822.00	35,749,928.00	23.2%
TOTAL DEBT SERVICE FUND	0	0	0	-201,993.85	10,767,822.00	-10,565,828.15	100.0%
TOTAL REVENUES	-46,520,000	0	-46,520,000	-204,243.85	.00	-46,315,756.15	
TOTAL EXPENSES	46,520,000	0	46,520,000	2,250.00	10,767,822.00	35,749,928.00	
GRAND TOTAL	0	0	0	-201,993.85	10,767,822.00	-10,565,828.15	100.0%

** END OF REPORT - Generated by BAUMANN, DUSTY **

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
MONTHLY REPORT OF TAX COLLECTIONS
FOR THE PERIOD OF JULY 1, 2023 THRU JULY 31, 2023

YEAR CURRENT TAX	OUTSTANDING COLLECTIBLE AS OF 2022 TAX ROLL	CUMULATIVE ADJUSTMENT	ADJUSTED ROLL	PRIOR MONTH'S COLLECTION CURRENT YEAR	CURRENT MONTH'S COLLECTION	UNCOLLECTED BALANCE	PERCENT UNCOLLECTED		
							OVERALL	CURRENT	
2023	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	0.00%	
DELINQUENT TAX									
2022	6,846,545.92	(124,437.73)	6,722,108.19	0.00	409,572.38	6,312,535.81	92.20%	93.91%	
2021	2,740,462.78	(56,540.48)	2,683,922.30	0.00	57,255.46	2,626,666.84	95.85%	97.87%	
2020	1,978,234.15	(1,858.51)	1,976,375.64	0.00	79,547.92	1,896,827.72	95.88%	95.98%	
2019	1,534,201.72	(14,692.51)	1,519,509.21	0.00	19,451.33	1,500,057.88	97.77%	98.72%	
2018	1,095,116.83	(496.36)	1,094,620.47	0.00	7,270.91	1,087,349.56	99.29%	99.34%	
2017	874,696.28	0.00	874,696.28	0.00	5,299.79	869,396.49	99.39%	99.39%	
2016	923,303.15	0.00	923,303.15	0.00	5,055.75	918,247.40	99.45%	99.45%	
2015	809,976.13	0.00	809,976.13	0.00	2,567.06	807,409.07	99.68%	99.68%	
2014	809,661.76	0.00	809,661.76	0.00	966.20	808,695.56	99.88%	99.88%	
2013	550,296.95	0.00	550,296.95	0.00	849.45	549,447.50	99.85%	99.85%	
2012	404,184.63	0.00	404,184.63	0.00	901.39	403,283.24	99.78%	99.78%	
2011	377,883.54	0.00	377,883.54	0.00	128.46	377,755.08	99.97%	99.97%	
2010+	2,189,559.75	0.00	2,189,559.75	0.00	1,022.99	2,188,536.76	99.95%	99.95%	
			0.00						
TOTAL DELINQUENT TAX	21,134,123.59	(198,025.59)	20,936,098.00	0.00	589,889.09	20,346,208.91	12.79	12.84	
CED # 24 SII TAXES	46,682.69	0.00	46,682.69	0.00	0.00	46,682.69	100.00%	100.00%	
TOTAL ALL TAXES	21,180,806.28	(198,025.59)	20,982,780.69	0.00	589,889.09	20,392,891.60			
PENALTY / INTEREST / DISCOUNT						YEAR TO DATE			
				CURRENT P & I	0.00	0.00	0.00		
				DISCOUNTS	0.00	0.00	0.00		
				DELINQUENT YEAR P & I	0.00	168,206.43	168,206.43		
TOTAL PENALTY / INTEREST / DISCOUNT					0.00	168,206.43	168,206.43		
OTHER COLLECTIONS									
				TAXES W/O COLLECTED	0.00	0.00	0.00		
				TAX CERTIFICATES	0.00	159.57	159.57		
				LATE RENDITION FEES	0.00	2,838.46	2,838.46		
				RETURN CHECK COLLECTIONS	0.00	0.00	0.00		
				COSTS COLLECTED	0.00	0.00	0.00		
				SUSPENSE PAYMENTS	0.00	0.00	0.00		
				REFUNDS	0.00	0.00	0.00		
				CASH OVER / (SHORT)	0.00	0.00	0.00		
TOTAL OTHER					0.00	2,998.03	2,998.03		
TOTAL SCHOOL					0.00	761,093.55	761,093.55		

TOTAL	GENERAL FUND		DEBT SERVICE		TOTAL
	TAXES PAID	P + I + C	TAXES PAID	P + I + C	
	491,259.63	142,579.07	98,629.46	28,625.39	761,093.55

ECISD New Purchase Orders Over \$50,000 Report for August 2023

PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
08/24/2023	24002620	BLUE STAR BUS SALES LTD	\$ 1,230,199	REPLACING P.O. #23007245 71 PASSENGER SCHOOL BUSES, LIFT SCHOOL BUS, 48 PASSENGER SCHOOL BUS, BUY BOARD FEE	BUYBOARD 630-20	199-34-6631-01-986-99	DANA HENRY	TRANSPORTATION
08/29/2023	24002977	THIRD FUTURE SCHOOLS TEXAS	\$ 1,000,000	CONTRACTED SERVICES REIMBURSEMENT FOR THIRD FUTURE	THIRD FUTURE SCHOOL CONTRACT	282-11-6229-00-047-30-28222	CRYSTALL HERNANDEZ	FEDERAL & STATE PROGRAMS
08/21/2023	24002352	COMMUNITIES IN SCHOOLS OF THE PERMIAN BASIN INC	\$ 510,000	Community in Schools- HUMAN SERVICES	INTERLOCAL AGREEMENT	199-32-6299-00-002-24	JULIA WILLETT	FEDERAL & STATE PROGRAMS
08/28/2023	24002743	ACE MART RESTAURANT SUPPLY CO	\$ 488,146	TILTING SKILLET BRAISING PAN, ELECTRIC 4 - Braising Pan, electric, 30gallon capacity, 12 kW FastBatch™ embedded heating technology 18 - Braising Pan, electric, 40gallon capacity, 16 kW FastBatch™ embedded heating technology	ECISD AWARDED 23-29SN ADDENDUM 2	240-35-6649-00-974-99	MARGARITA CORRAL	FOOD SERVICES
08/15/2023	24002154	CDW-G	\$ 402,951	Microsoft Renewal 24-25 3,700 - 365 A3 EES LEVEL B 3,700 - 365 A5 SECURITY EES LEVEL B 80 - SKYPE FOR BUSINESS PSTN CONFERENCING 21 - AZURE 128 - CORE INFRASTRUCTURE SERVER SUITE DATACENTER 1 - POWER BI PRO 2 - PROJECT PROFESSIONAL 2 - PROJECT ONLINE PROFESSIONAL 16 - SQL SERVER ENTERPRISE CORE EDITION 11 - VISIO PRO 81 - SERVER STANDARD EDITION	SOURCEWELL 081419-CDW	199-53-6248-38-864-99	MARTHA ALMAGUER	INFORMATION TECHNOLOGY
08/02/2023	24001511	BLUE STAR BUS SALES LTD	\$ 379,900	REPLACING P.O. #23002419 2EA ACTIVITY BUSES	BUYBOARD 630-20	199-34-6631-01-986-99	DANA HENRY	TRANSPORTATION
08/28/2023	24002781	PALOMAR MODULAR BUILDINGS, LLC	\$ 340,869	REPLACING P.O. #23014336 BOARD APPROVED 05/16/2023 3 - PALOMAR MODULAR BUILDING	BUYBOARD 637-21	199-81-6629-00-965-99	SABLE CORRALES	DISTRICT OPERATIONS
08/16/2023	24002179	REGION 18 EDUCATION SERVICE CENTER	\$ 324,564	COMPUTER SOFTWARE FOR MICROCOMPUTERS (PREPROGRAMME	REGION 18 ESC IS-01-BS	199-53-6235-00-972-99	KASHUNTA THURMAN	INFORMATION SYSTEMS
08/29/2023	24002852	ACE MART RESTAURANT SUPPLY CO	\$ 324,420	RFP-#23-28SN KITCHEN EQUIPMENT	BUYBOARD 598-19 IFB #22-20SN	240-35-6397-00-974-99 240-35-6649-00-974-99	MARGARITA CORRAL	FOOD SERVICES
08/28/2023	24002845	L WALLACE CONSTRUCTION CO INC	\$ 310,726	REPLACING P.O. 23013254 BOARD APPROVED 06/21/2022 REMOVAL AND INSTALLATION OF 9 AIR HANDLING UNITS	ECISD AWARDED 22-14SI	199-81-6639-00-965-99	SABLE CORRALES	DISTRICT OPERATIONS
08/02/2023	24001539	ISPHERE INNOVATION PARTNERS LLC	\$ 282,730	DATA GOVERNANCE CONSULTING SERVICES	BUYBOARD 661-22	199-53-6291-00-972-99	KASHUNTA THURMAN	INFORMATION SYSTEMS
08/22/2023	24002459	LVR COMMERCIAL FLOORING	\$ 279,469	REPLACING P.O. 23014550 Zavala ES / Material and labor to polish concrete with aggregate exposure, refresh terrazzo, install Bentley "Drumline" carpet tile w/cove base	BUYBOARD 642-21	199-51-6299-00-965-99	SABLE CORRALES	DISTRICT OPERATIONS
08/22/2023	24002534	AGE OF LEARNING, INC.	\$ 228,000	AGE OF LEARNING MY MATH ACADEMY SITE LICENSE, PD-W WEBINAR	TIPS 230105	199-11-6248-00-851-24	MARGARITA BROOKER	CURRICULUM & INSTRUCTION
08/29/2023	24002953	CONTROL TECHNOLOGIES INC	\$ 225,276	REPLACING P.O. 23003756 BOWIE MIDDLE SCHOOL UPGRADE OF CAMPUS WIDE HVAC CONTROL & FACILITY MANAGEMENT SYSTEM	BUYBOARD 631-20	199-81-6639-00-043-99	SABLE CORRALES	DISTRICT OPERATIONS
08/02/2023	24001515	CURRICULUM ASSOCIATES LLC	\$ 212,871	IREADY MATH PK-5, IREADY TOOLBOX, IREADY PD	BUYBOARD 653-21	199-11-6248-00-851-24	MARGARITA BROOKER	CURRICULUM & INSTRUCTION
08/29/2023	24002978	CONTROL TECHNOLOGIES INC	\$ 211,143	REPLACING P.O. 23003752 ODESSA HIGH SCHOOL UPGRADE OF CAMPUS WIDE HVAC CONTROL & FACILITY MANAGEMENT SYSTEM	BUYBOARD 631-20	199-81-6639-00-002-99	SABLE CORRALES	DISTRICT 978 OPERATIONS

ECISD New Purchase Orders Over \$50,000 Report for August 2023

PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
08/30/2023	24003006	COLLEGE ENTRANCE EXAMINATION BOARD	\$ 210,260	College Board 23-24 PSAT, SAT and NMSQT	SOLE SOURCE	199-31-6339-50-852-38	ELSA ENRIQUEZ	ASSMT. RESEARCH, PRGM REV
08/21/2023	24002337	CDW-G	\$ 205,117	REPLACING PO#23006195 CAMERAS & OMNICAST LICENSING, DOOR ACCESS CONTROL HARDWARE & SYNERGIS LICENSING, SPARE PARTS, IPVISION PROFESSIONAL SERVICES INSTALLATION & CONFIGURATION, DISTRICT WIDE KITCHEN SECURITY UPGRADE	SOURCEWELL 081419-CDW IFB #22-19SN	240-35-6299-00-974-99	MARGARITA CORRAL	FOOD SERVICES
08/22/2023	24002456	LVR COMMERCIAL FLOORING	\$ 200,085	REPLACING P.O. 23014547 Fly ES / Material and labor to polish concrete w/ aggregate exposure and install cove base	BUYBOARD 642-21	199-51-6299-00-965-99	SABLE CORRALES	DISTRICT OPERATIONS
08/29/2023	24002952	CONTROL TECHNOLOGIES INC	\$ 193,038	REPLACING P.O. 23003755 BONHAM MIDDLE SCHOOL UPGRADE OF CAMPUS WIDE HVAC CONTROL & FACILITY MANAGEMENT SYSTEM	BUYBOARD 631-20	199-81-6639-00-042-99	SABLE CORRALES	DISTRICT OPERATIONS
08/28/2023	24002759	CONTROL TECHNOLOGIES INC	\$ 192,428	REPLACING P.O. 23003754 GEORGE HW BUSH NEW TECH ODESSA UPGRADE OF CAMPUS WIDE HVAC CONTROL & FACILITY MANAGEMENT SYSTEM	BUYBOARD 631-20	199-81-6639-00-011-99	SABLE CORRALES	DISTRICT OPERATIONS
08/29/2023	24002969	OTIS ELEVATOR COMPANY INC	\$ 181,857	REPLACING P.O. 23004138 Otis Accel Hydraulic Control System for Austin/Odessa/NTO/Bonham/Bowie/Crocket/Ector/Ratliff/BCH	BUYBOARD 657-21	199-51-6249-02-965-99	SABLE CORRALES	DISTRICT OPERATIONS
08/22/2023	24002460	LVR COMMERCIAL FLOORING	\$ 149,866	REPLACING P.O. 23014781 Sam Houston ES / Material and labor to refresh terrazzo and install OmniSports 6.2 mm sports floor with cove base as specified	BUYBOARD 642-21	199-51-6299-00-965-99	SABLE CORRALES	DISTRICT OPERATIONS
08/01/2023	24001457	CDW-G	\$ 146,219	SMARTnet Renewal 23-24	SOURCEWELL 081419-CDW	199-53-6248-38-864-99	MARTHA ALMAGUER	INFORMATION TECHNOLOGY
08/22/2023	24002504	SCHOOLSTATUS LLC	\$ 145,757	School Status Software Renewal 23-24, Notify, Essentials	TIPS 220105	199-11-6394-38-864-11	MARTHA ALMAGUER	INFORMATION TECHNOLOGY
08/15/2023	24002118	AVID CENTER	\$ 140,649	28 - AVID MEMBERSHIP FEES FOR ELEMENTARY CAMPUSES 11 - AVID MEMBERSHIP FEES FOR SECONDARY CAMPUSES 10 - AVID WEEKLY SECONDARY CAMPUSES 1 - HAYS AVID STEM CONNECTIONS 5 - AVID EXCEL BENEFIT PACKAGE 1 - AVID SECONDARY LIBRARY PACKAGE, STEM 4 - AVID SUMMER INSTITUTE, STEM	SOLE SOURCE	199-11-6495-00-854-24 199-11-6399-00-854-24 199-11-6396-00-854-24 199-13-6411-00-854-24	LIDIA VALENZUELA	AVID
08/15/2023	24002045	PBK ARCHITECTS, INC	\$ 140,000	Architect Services	PROFESSIONAL SERVICE	199-51-6299-BD-965-99	SABLE CORRALES	DISTRICT OPERATIONS
08/01/2023	24001458	CDW-G	\$ 139,174	Cisco Smartnet Renewal 23-24 TOTAL CARE SOFTWARE SERVICE TECHNICAL SUPPORT, SERVICE AGREEMENT, EXTENDED SERVICE AGREEMENT, 1 YEAR	SOURCEWELL 081419-CDW	199-53-6248-38-864-99	MARTHA ALMAGUER	INFORMATION TECHNOLOGY
08/22/2023	24002458	LVR COMMERCIAL FLOORING	\$ 138,358	REPLACING P.O. 23014549 Gonzales ES / Material and labor to install Bentley "Drumline" carpet tile, polished concrete w/aggregate exposure, refresh terrazzo and install cove base in specified areas	BUYBOARD 642-21	199-51-6299-00-965-99	SABLE CORRALES	DISTRICT OPERATIONS
08/29/2023	24002957	CONTROL TECHNOLOGIES INC	\$ 135,647	REPLACING P.O. 23003760 ECTOR MIDDLE SCHOOL UPGRADE OF CAMPUS WIDE HVAC CONTROL & FACILITY MANAGEMENT SYSTEM	BUYBOARD 631-20	199-81-6639-00-047-99	SABLE CORRALES	DISTRICT OPERATIONS
08/14/2023	24001987	CDW-G	\$ 135,200	Google Renewal 23-24-Amplified	SOURCEWELL 081419-CDW	199-53-6248-38-864-99	MARTHA ALMAGUER	INFORMATION TECHNOLOGY
08/02/2023	24001531	ACCELERATE LEARNING INC	\$ 134,833	ONLINE SCIENCE K-12, STEMSCOPE	ALLIED STATES 21-7406	199-11-6248-00-851-24	SHEILA PRUITT	CURRICULUM & INSTRUCTION
08/22/2023	24002455	LVR COMMERCIAL FLOORING	\$ 132,334	REPLACING P.O. 23014546 LBJ ES / Material and labor to install Bentley "Drumline" carpet tile, Polish concrete w/ aggregate exposure and install cove base in areas specified	BUYBOARD 642-21	199-51-6299-00-965-99	SABLE CORRALES	DISTRICT OPERATIONS 979

ECISD New Purchase Orders Over \$50,000 Report for August 2023

PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
08/04/2023	24001560	CDW-G	\$ 129,360	SPLUNK CLOUD SUBSCRIPTION LICENSE 1 YEAR STANDARD SUCCESS PLAN	SOURCEWELL 081419-CDW	199-53-6394-38-864-99 199-53-6299-38-864-99	MARTHA ALMAGUER	INFORMATION TECHNOLOGY
08/07/2023	24001721	BRAINCHILD UNLIMITED INC	\$ 125,000	BRAINCHILD WEB Scription MECHANICS MATH AND LANGUAGE ARTS ALL 3 LEVELS, WEB Scription STAAR ACHIEVER MATH AND LANGUAGE ARTS GRADES 1-8, ANNUAL TECHNICAL AND SERVICE SUPPORT, ONSITE PD	TIPS 210301	199-11-6248-01-864-24	ELENA BENAVIDEZ	INFORMATION TECHNOLOGY
08/17/2023	24002225	KRONOS INC.	\$ 99,000	Kronos Subscription Services	U.S. COMMUNITIES 18220	199-53-6248-00-972-99	KASHUNTA THURMAN	INFORMATION SYSTEMS
08/10/2023	24001912	SIRIUS EDUCATION SOLUTIONS LLC	\$ 98,800	SIRIUS ELAR 3-5	ALLIED STATES 20-7373	199-11-6394-00-851-24	SHEILA PRUITT	CURRICULUM & INSTRUCTION
08/29/2023	24002954	CONTROL TECHNOLOGIES INC	\$ 97,716	REPLACING P.O. 23003757 CROCKETT MIDDLE SCHOOL UPGRADE OF CAMPUS WIDE HVAC CONTROL & FACILITY MANAGEMENT SYSTEM	BUYBOARD 631-20	199-81-6639-00-044-99	SABLE CORRALES	DISTRICT OPERATIONS
08/16/2023	24002197	MULTI-HEALTH SYSTEMS INC	\$ 96,000	Naglieri General Ability Tests 23-24	BUYBOARD 573-18	199-31-6339-00-852-99	ELSA ENRIQUEZ	ASSMT. RESEARCH, PRGM REV
08/29/2023	24002956	CONTROL TECHNOLOGIES INC	\$ 94,229	REPLACING P.O. 23003759 NIMITZ MIDDLE SCHOOL UPGRADE OF CAMPUS WIDE HVAC CONTROL & FACILITY MANAGEMENT SYSTEM	BUYBOARD 631-20	199-81-6639-00-046-99	SABLE CORRALES	DISTRICT OPERATIONS
08/25/2023	24002734	SUMMIT K12 HOLDING INC	\$ 93,937	SUMMIT K-12: RENEWAL AND ADD-ON CONNECT TO LITERACY - LISTENING AND SPEAKING FOR ENGLISH LEARNERS, ELPS SKILLS MASTERY COURSE, TEACHER CONNECT TO LITERACY ENGLISH LANGUAGE DEVELOPMENT, TRAINING ONSITE	CHOICE PARTNERS 21/016KN-14	199-11-6248-89-875-24	MIRIAM NAVARRETE	BILINGUAL EDUCATION
08/25/2023	24002738	ECONOMIC MOBILITY SYSTEMS	\$ 93,810	EMS COLLEGE AND CAREER SOLUTIONS 2023-2024	ECISD AWARDED REBID 22-30	282-31-6299-00-852-24-28222	ELSA ENRIQUEZ	ASSMT. RESEARCH, PRGM REV
08/10/2023	24001914	SIRIUS EDUCATION SOLUTIONS LLC	\$ 93,600	SIRIUS ELAR GRADE 6-MATH AND ELAR, GRADE 7-MATH AND ELAR, GRADE 8-MATH, ELAR, SCIENCE, SOCIAL STUDIES	ALLIED STATES 20-7373	199-11-6394-00-851-24	SHEILA PRUITT	CURRICULUM & INSTRUCTION
08/07/2023	24001641	EDUPROJECT ELL LLC	\$ 93,430	ACTIVE ELL STUDENTS, RE-EMPLEMENTATION FOR NEW SIS CONVERSION, VIRTUAL TRAINING	CHOICE PARTNERS 22/044KN-05	199-11-6248-00-875-25	MIRIAM NAVARRETE	BILINGUAL EDUCATION
08/29/2023	24003003	EDVANTAGE STRATEGY GROUP INC	\$ 92,500	Consulting Services for Bond 2023	CTPA PAMPA ISD CSP 2023-01	199-51-6299-BD-965-99	SABLE CORRALES	DISTRICT OPERATIONS
08/30/2023	24003055	NETSYNC NETWORK SOLUTIONS	\$ 90,469	Disaster Recovery Project	DIR DIR-TSO-4169	199-53-6639-38-864-99	MARTHA ALMAGUER	INFORMATION TECHNOLOGY
08/24/2023	24002659	TEXAS TECH HEALTH SCIENCES CTR	\$ 90,000	TEXAS TECH RESEARCH PRACTICE PARTNER	ECISD AWARDED 22-03	282-31-6299-00-852-24-28222	ELSA ENRIQUEZ	ASSMT. RESEARCH, PRGM REV
08/18/2023	24002286	CDW-G	\$ 85,456	Cisco Voice On-Prem Upgrade 23-24	SOURCEWELL 081419-CDW	199-53-6394-38-864-99 199-53-6299-38-864-99	MARTHA ALMAGUER	INFORMATION TECHNOLOGY
08/29/2023	24002981	WILLIAMS PAVING & EXCAVATION. INC	\$ 84,133	REPLACING P.O. 23013119 Ross ES, propose to furnish all the materials and perform all labor necessary for the completion of: 1.) Price to remove asphalt on an area measuring 19,269 sf, regrade caliche, apply a prime coat and lay 2" of asphalt Type D and restripe. 2.) Price to clean parking lot (6,396 sf) with blower and sweeper, apply a prime coat and lay 1.5" of Type D asphalt and restripe. 3.) Price to clean parking lot with sweeper and blower and apply a double coat of sealer	ECISD AWARDED 19-21	199-51-6246-01-965-99	SABLE CORRALES	DISTRICT OPERATIONS
08/29/2023	24002944	ISTOSVISIO INC	\$ 84,000	RENEWAL SOFTWARE 2023-2024: SYGLASS LICENSE, CLOUDXR CLOUD RENDERING , NEUROSCIENCE CITIZEN SCIENCE CAPSTONE PACKAGE, ANATOMY EDUCATION PACKAGE	SOLE SOURCE	199-11-6394-00-011-22	CHARLETTA WASHINGTON	CAREER & TECHNOLOGY
08/01/2023	24001490	BALS DURHAM LP	\$ 81,600	REPLACING PO 23014473 ARCHITECT CONSULTANT FOR FREEZER EXPANSION	ECISD AWARDED RFQ 23-16SN	240-35-6216-00-974-99	RUTH BALTAZAR	FOOD SERVICES

ECISD New Purchase Orders Over \$50,000 Report for August 2023

PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
08/24/2023	24002717	NAVIANCE INC	\$ 77,193	POWERSCHOOL NAVIANCE LICENSE AND SUBSCRIPTION	ECISD AWARDED 20-15	244-11-6394-00-855-11-24523 199-31-6248-00-855-38	DIANE SOLLIS	GUIDANCE & COUNSELING
08/25/2023	24002735	PUBLIC IMPACT LLC	\$ 75,972	TECHNICAL ASSISTANCE & PROFESSIONAL LEARNING TO IMPLEMENT OPPORTUNITY CULTURE MODELS	ECISD AWARDED 23-33	199-13-6299-00-850-99	SARAH HARRISON	TALENT DEVELOPMENT
08/16/2023	24002201	AGPARTS WORLDWIDE INC	\$ 75,800	4000 - AC ADAPTER 65 WATT CHARGERS	TIPS 220105	199-11-6399-38-864-11	JENNIFER BAKLEY	INFORMATION TECHNOLOGY
08/07/2023	24001724	FRONTLINE TECHNOLOGIES GROUP LLC	\$ 75,000	Student Analytics Lab Subscription 2023-2024	BUYBOARD 661-22	279-31-6394-12-852-24-27922	ELSA ENRIQUEZ	ASSMT. RESEARCH, PRGM REV
08/22/2023	24002453	LVR COMMERCIAL FLOORING	\$ 72,917	REPLACING P.O. 23014451 Pease Elementary 14 Classrooms / Comp Lab C-5 thru C-10, C-13, C-15, C-16. Remove existing flooring, refresh terrazzo and install cove base. B-6 thru B-9 Remove existing floor, top polish concrete w/dye and install cove base	BUYBOARD 642-21	199-51-6246-00-965-99	SABLE CORRALES	DISTRICT OPERATIONS
08/25/2023	24002721	CDW-G	\$ 72,400	55 - DELL CTO 7010 COMPUTER FOR THE CTE CLASSROOMS	SOURCEWELL 081419-CDW	199-11-6397-00-003-22	BREK PAZ	PERMIAN HIGH SCHOOL
08/29/2023	24002989	ISTATION	\$ 70,000	ONSITE PD FOR ISTATION	ALLIED STATES 20-7373	199-13-6299-00-851-24	SHEILA PRUITT	CURRICULUM & INSTRUCTION
08/29/2023	24002877	ELUMA LLC	\$ 69,260	30 - STUDENT SPEECH THERAPYSERVICES 1 - SLP ASSESSMENT	ECISD AWARDED RFQ 22-31	199-11-6219-00-009-23	KATHLEEN HALFORD	THE STEM ACADEMY
08/29/2023	24002881	BIG BEND TELECOM LTD	\$ 68,022	DISASTER RECOVERY OFFSITE HOSTING PROJECT STORAGE RENTAL FACILITY	ECISD AWARDED 23-31	199-53-6299-38-864-99	MARTHA ALMAGUER	INFORMATION TECHNOLOGY
08/14/2023	24001988	NCS PEARSON INC	\$ 66,947	RS/SPED/TESTING/Q-GLOBAL	REGION 18 ESC R18-624-603-340	199-31-6339-00-871-23	ROMI SCOWN	SPECIAL EDUCATION
08/28/2023	24002849	SAM PACK FIVE STAR FORD	\$ 64,641	REPLACING P.O. 23002352 FORD F-550 EQUIPMENT TRUCK	BUYBOARD 601-19	199-34-6631-01-986-99	DANA HENRY	TRANSPORTATION
08/30/2023	24003075	VIZOCOM ICT LLC	\$ 63,900	REPLACING P.O. 23007155 10,703 - MEDIFY AIR PURIFIER MA-50 REPLACEMENT FILTER	TIPS 200901	199-51-6398-10-965-99	SABLE CORRALES	DISTRICT OPERATIONS
08/28/2023	24002846	SOUTHWEST TEXAS EQUIPMENT DISTRIBUTORS INC	\$ 60,554	13 - NUGGET ICE MAKER WITH BIN	BUYBOARD 598-19 ECISD AWARDED 22-175N	240-35-6397-00-974-99	MARGARITA CORRAL	FOOD SERVICES
08/15/2023	24002094	CDW-G	\$ 58,368	1,824 - VMWARE VSPHERE ADVANTAGE 1YR UPG TO SAAS 23-24	SOURCEWELL 081419-CDW	199-53-6248-38-864-99	MARTHA ALMAGUER	INFORMATION TECHNOLOGY
08/21/2023	24002332	ALL ABOARD AMERICA!	\$ 50,000	CHARTER SERVICES OTHER SPORTING EVENTS	ECISD AWARDED 23-25	199-36-6294-60-905-91	DORA CRUZ	ATHLETICS
08/17/2023	24002219	ECTOR COUNTY ELECTIONS REVENUE	\$ 50,000	Nov 7, 2023 Bond Election Services	SOLE SOURCE	199-41-6439-00-702-99	MARY FRANCO	BOARD OF TRUSTEES

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools
FROM: Dr. Anthony Sorola, Associate Superintendent
RE: Information Report for September 2023
DATE: September 14, 2023

RECLASSIFIED AUXILIARY AND STIPEND/SUPPLEMENTAL PAY PLAN

POSITION/GROUP	DUTIES PERFORMED/DAYS	STIPEND/PAY GRADE
MANAGER-TRANSPORTATION OPS	227	AUXILIARY PAY GRADE 10
TRANS. OPERATIONS SUPERVISOR	227	AUXILIARY PAY GRADE 11
TECHNICIAN-COMPUTER ROUTER	217	AUXILIARY PAY GRADE 8
TRANSP. OPERATIONS MANAGER- ROUTING	227	AUXILIARY PAY GRADE 10
DRIVER-TRAINER/SAFETY OFFICER	217	AUXILIARY PAY GRADE 9
TRANSP. OPERATIONS MANAGER- SAFETY	227	AUXILIARY PAY GRADE 10
FOREMAN-TRANSPORTATION SHOP	227	AUXILIARY PAY GRADE 11
TRANSP. SHOP SUPERVISOR	227	AUXILIARY PAY GRADE 11
DISPATCHER-227	227	AUXILIARY PAY GRADE 8
LEAD DISPATCHER	227	AUXILIARY PAY GRADE 9
TRIP-SCHEDULER	207	AUXILIARY PAY GRADE 8
FIELD TRIP SCHEDULER	207	AUXILIARY PAY GRADE 9
GROUNDS-CERT. APP/IMP	247	AUXILIARY PAY GRADE 8
FOREMAN-CERTIFIED APPLICATOR OF RECORD	247	AUXILIARY PAY GRADE 9

ADDED AUXILIARY AND STIPEND/SUPPLEMENTAL PAY PLAN

TRANS. OPERATIONS MANAGER-FINANCE/COMPLIANCE	227	AUXILIARY PAY GRADE 10
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ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
ODESSA, TX

MEMORANDUM

TO: DR. SCOTT MURI, SUPERINTENDENT OF SCHOOLS

FROM: DR. MATTHEW SPIVY, EXECUTIVE DIRECTOR OF HUMAN RESOURCES

RE: ROUTINE PERSONNEL REPORT FOR AUGUST 2023

DATE: 8/31/2023

Elementary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
CRISTY ADACRUZ	ELM SPED-SPECIALIZED CLASSROOM	BLANTON ELEM SCHOOL	8/8/2023
SANDY AICINENA	ELEM-ART	MILAM ELEMENTARY SCHOOL	8/2/2023
VANESSA ALVARADO	FIFTH GRADE (REG)	CAVAZOS ELEM SCHOOL	8/2/2023
CHRISTINA AMANDO	FIFTH GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/2/2023
AMY ANDERSON	ELM SPED-SPECIALIZED CLASSROOM	BUICE ELEMENTARY SCHOOL	8/2/2023
LISSETTE ANTILLON	FOURTH GRADE (REG)	GONZALES ELEM SCHOOL	8/7/2023
ANN LAARNI ARIZO	SECOND GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/2/2023
MARIO AYALA PAZMINO	FIFTH-BILINGUAL	CAVAZOS ELEM SCHOOL	8/2/2023
MARIA LILIA BRENDA BAGAYNA	ELEMENTARY SP ED - BEHAV SUPP	BURNET ELEMENTARY	8/8/2023
ERICA BELANGER	FOURTH GRADE (REG)	BURNET ELEMENTARY	8/2/2023
JESUS BRIONES	FIFTH GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/2/2023
DAVID CABALLERO-GONZALEZ	FIFTH-BILINGUAL	TRAVIS ELEMENTARY SCHOOL	8/2/2023
DARRYL CAMPBELL	ELM-P E	CAVAZOS ELEM SCHOOL	8/2/2023
ALBA CAPDEVILA MIQUEL	FIFTH-BILINGUAL	GOLIAD ELEMENTARY SCHOOL	8/2/2023
DEBORAH CASTILLO	THIRD GRADE (REG)	NOEL ELEMENTARY SCHOOL	8/2/2023
TANIA CASTRO NUNEZ	SECOND-BILINGUAL	SAM HOUSTON ELEM SCHOOL	8/2/2023
ANGELINA CAVAZOS	SECOND GRADE (REG)	SAN JACINTO ELEM SCHOOL	8/2/2023
HANNAH CHAVEZ	SECOND GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/2/2023
REBECA CHIRALT SANCHEZ	KINDER-(BIL)	E K DOWNING ELEMENTARY SCHOOL	8/2/2023
CATHERINE CHRISTESSON	KINDER (REG)	BLACKSHEAR ELEM SCHOOL	8/2/2023
CLAUDIA CORONADO RODRIGUEZ	FOURTH-BILINGUAL	E K DOWNING ELEMENTARY SCHOOL	8/2/2023
JENNIFER COX	KINDER (REG)	CAVAZOS ELEM SCHOOL	8/2/2023
NAOMI CRANDALL	ELM-P E	BURNET ELEMENTARY	8/2/2023
BRISEYDA DELEON	THIRD GRADE (REG)	BUICE ELEMENTARY SCHOOL	8/2/2023
JORGE DIAZ	ELEMENTARYSPED-MUSIC THERAPIST	SPECIAL EDUCATION	8/2/2023
VIRJINIA ESPINOZA	FIFTH GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	8/2/2023
GABRIELLA FLOTTE	SECOND GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/2/2023
HOLLY FOSSETT	KINDER (REG)	BUICE ELEMENTARY SCHOOL	8/2/2023
BRYANNA FOSTER	KINDER (REG)	IRELAND ELEM SCHOOL	8/2/2023
ADRIANA FRANCO	FIRST GRADE (REG)	GONZALES ELEM SCHOOL	8/2/2023
DOUGLAS FREPPON	ELM-P E	SAM HOUSTON ELEM SCHOOL	8/2/2023
CHRISTIE JOY GARBOSA	ELEM SPED-LD-CM-RESOURCE	BURNET ELEMENTARY	8/8/2023
CELIA MARIA GARCIA DEL BRIO	KINDER-(BIL)	DOWLING ELEM SCHOOL	8/2/2023

OSCAR GARIBELLO ROJAS	SECOND-BILINGUAL	BLACKSHEAR ELEM SCHOOL	8/2/2023
ANGELICA GOMEZ	ELEM SPED-LD-CM-RESOURCE	GOLIAD ELEMENTARY SCHOOL	8/2/2023
JOANNA GONZALES	FIRST GRADE (REG)	BURLESON ELEM SCHOOL	8/2/2023
ROSE ANN GUANLAO	ELEM SPED-LD-CM-RESOURCE	NOEL ELEMENTARY SCHOOL	8/9/2023
ALFREDO GUILLEN MARTINEZ	FOURTH-BILINGUAL	E K DOWNING ELEMENTARY SCHOOL	8/2/2023
ELVER FERNANDO GUTIERREZ LEBRO	FIFTH-BILINGUAL	E K DOWNING ELEMENTARY SCHOOL	8/2/2023
CIARA HEBERT	THIRD GRADE (REG)	BURLESON ELEM SCHOOL	8/2/2023
AMANDA HERNANDEZ	KINDER (REG)	PEASE ELEMENTARY SCHOOL	8/2/2023
CHERYL HINESLY	ELEM-GT PROGRAM TCHR	ADVANCED ACADEMIC SERVICES	8/2/2023
VICTORIA HOLGUIN	FOURTH GRADE (REG)	SAN JACINTO ELEM SCHOOL	8/2/2023
RAQUEL IKER	FIFTH GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	8/2/2023
TIFFANI INIGUEZ	SECOND GRADE (REG)	IRELAND ELEM SCHOOL	8/2/2023
KELLI JEFFRIES	FIRST GRADE (REG)	BUICE ELEMENTARY SCHOOL	8/2/2023
TIARA JURADO-GUZMAN	KINDER (REG)	GOLIAD ELEMENTARY SCHOOL	8/2/2023
BESS KELLEY	THIRD GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/2/2023
KACEY KELLEY	MULTI GRD(REG) 4-5	AUSTIN ELEMENTARY SCHOOL	8/2/2023
JULIE KEY	FIFTH GRADE (REG)	BURLESON ELEM SCHOOL	8/2/2023
PERRY KISER	FOURTH GRADE (REG)	GONZALES ELEM SCHOOL	8/22/2023
MONICA LANGFORD	PRE-K (REG)	REAGAN MAGNET SCHOOL	8/2/2023
JOSE MANUEL LOPEZ JUAN	THIRD-BILINGUAL	DOWLING ELEM SCHOOL	8/2/2023
SANDRA LOZANO ALBERICH	FOURTH-BILINGUAL	HAYS ELEMENTARY SCHOOL	8/2/2023
JUAN SEBASTIAN MARINO ROJAS	FOURTH-BILINGUAL	NOEL ELEMENTARY SCHOOL	8/8/2023
ALBA MARTIN RAMIREZ	KINDER-(BIL)	FLY ELEMENTARY SCHOOL	8/2/2023
ASHLEY MAYFIELD	SECOND GRADE (REG)	GONZALES ELEM SCHOOL	8/2/2023
CELESTE MEDINA	FOURTH GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/2/2023
ANTONY MENDOZA RANGEL	FIRST-BILINGUAL	BURLESON ELEM SCHOOL	8/2/2023
GLENDA MESA	FIRST-BILINGUAL	SAM HOUSTON ELEM SCHOOL	8/2/2023
JACQUELINE MILLER	SECOND GRADE (REG)	SAN JACINTO ELEM SCHOOL	8/2/2023
LAURA MIRANDA	THIRD GRADE (REG)	NOEL ELEMENTARY SCHOOL	8/2/2023
MARISSA MOLINAR	FIRST GRADE (REG)	PEASE ELEMENTARY SCHOOL	8/2/2023
CRISTOBAL MONTES REPULLO	FOURTH-BILINGUAL	FLY ELEMENTARY SCHOOL	8/2/2023
MARY MONTOYA	KINDER-(BIL)	ZAVALA ELEMENTARY SCHOOL	8/2/2023
CRYSTAL MORALES	KINDER (REG)	E K DOWNING ELEMENTARY SCHOOL	8/11/2023
LINDA MORALES	FIRST GRADE (REG)	GONZALES ELEM SCHOOL	8/2/2023
KATRINA MOSEE	FIFTH GRADE (REG)	BUICE ELEMENTARY SCHOOL	8/2/2023
MARIA MUNOZ	FIRST GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/2/2023
MICHAEL NANEZ	FOURTH GRADE (REG)	BURNET ELEMENTARY	8/2/2023
MICHAEL NEIMAN	ELM-P E	REAGAN MAGNET SCHOOL	8/2/2023
MARYLOUR NERI	ELEMENTARY SP ED - BEHAV SUPP	IRELAND ELEM SCHOOL	8/8/2023
LAURA PENA	ELEM-SUZUKI VIOLIN	MILAM ELEMENTARY SCHOOL	8/2/2023
LEYNA PENA MINYETY	KINDER-(BIL)	SAM HOUSTON ELEM SCHOOL	8/2/2023
AUTUMN PERALES	FOURTH GRADE (REG)	WEST ELEMENTARY SCHOOL	8/2/2023
HELENA PIRIS NINO	SECOND-BILINGUAL	FLY ELEMENTARY SCHOOL	8/2/2023
MARIAH RAMIREZ	ELM-P E	BLANTON ELEM SCHOOL	8/2/2023
FRANCES RAMOS	MULTI GRD(REG) 4-5	AUSTIN ELEMENTARY SCHOOL	8/2/2023
CASSIE RENFRO	THIRD GRADE (REG)	BUICE ELEMENTARY SCHOOL	8/2/2023
PATSY REY SANCHEZ	FIFTH-BILINGUAL	BURLESON ELEM SCHOOL	8/2/2023
ERICA RODRIGUEZ	FOURTH GRADE (REG)	BUICE ELEMENTARY SCHOOL	8/2/2023
MILTON RODRIGUEZ PINZON	KINDER-(BIL)	CAVAZOS ELEM SCHOOL	8/2/2023
STEPHANIE SALAS	SECOND GRADE (REG)	984 ZAVALA ELEMENTARY SCHOOL	8/2/2023
DOROTHY SALCIDO	KINDER (REG)	BLANTON ELEM SCHOOL	8/2/2023
JULISSA SALINAS GARZA	FOURTH GRADE (REG)	JOHNSON ELEM SCHOOL	8/2/2023

MATHEO SANTIAGO	ELEM-MUSIC	CAMERON ELEMENTARY SCHOOL	8/2/2023
SUSANA SANTIAGO MONTER	THIRD GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/2/2023
LAUREN SIMMONS	FIRST GRADE (REG)	JOHNSON ELEM SCHOOL	8/16/2023
ARON SIMON MARCOS	FOURTH-BILINGUAL	E K DOWNING ELEMENTARY SCHOOL	8/2/2023
KRISANDRA SKEENS	THIRD GRADE (REG)	BUICE ELEMENTARY SCHOOL	8/2/2023
YVETTE SOTO	PRE-K (REG)	BLANTON ELEM SCHOOL	8/2/2023
ELIZABETH SWENTON	ELM-P E	HAYS ELEMENTARY SCHOOL	8/2/2023
HEIDI TAYLOR	ELEM-MUSIC	JORDAN ELEMENTARY SCHOOL	8/2/2023
CRISTAL TORRES	PRE-K (REG)	CARVER EARLY EDUC CENTER	8/2/2023
MELISSA TORRES	ELEM SPED-LD-CM-RESOURCE	IRELAND ELEM SCHOOL	8/2/2023
CLARA TRIANA RODRIGUEZ	SECOND-BILINGUAL	HAYS ELEMENTARY SCHOOL	8/2/2023
KAREN UNRUH	FIRST GRADE (REG)	REAGAN MAGNET SCHOOL	8/2/2023
ABRIL URIAS	KINDER (REG)	GOLIAD ELEMENTARY SCHOOL	8/2/2023
DYANA VALENZUELA	KINDER (REG)	CAVAZOS ELEM SCHOOL	8/2/2023
CRYSTAL VILLA	FIRST GRADE (REG)	IRELAND ELEM SCHOOL	8/2/2023
OSNAIDER VIZCAINO MONTIEL	FIRST-BILINGUAL	E K DOWNING ELEMENTARY SCHOOL	8/14/2023
DONNA WEELDREYER	ELEM-MUSIC	JOHNSON ELEM SCHOOL	8/2/2023
MARIA ZAVALA	PRE-K (REG)	GOLIAD ELEMENTARY SCHOOL	8/2/2023
CYNTHIA MELGOZA	FOURTH GRADE (REG)	BUICE ELEMENTARY SCHOOL	8/2/2023
NARALY RODRIGUEZ	THIRD GRADE (REG)	BLANTON ELEM SCHOOL	8/2/2023
MARIAH ENCINIAS	KINDER (REG)	BUICE ELEMENTARY SCHOOL	8/2/2023
BRIANNA PORRAS	KINDER (REG)	HAYS ELEMENTARY SCHOOL	8/2/2023
BYRON BAULCH	FOURTH GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/2/2023
NIKKI MANCHA	KINDER (REG)	HAYS ELEMENTARY SCHOOL	8/2/2023
CYNTHIA BOOTY	FIFTH GRADE (REG)	DOWLING ELEM SCHOOL	8/2/2023
SELSA LERMA	FOURTH GRADE (REG)	CAMERON ELEMENTARY SCHOOL	8/2/2023
JESSICA GOODSON	FIFTH GRADE (REG)	BLANTON ELEM SCHOOL	8/2/2023
MEGAN CRISWELL	THIRD GRADE (REG)	STEM ELEM SCHOOL	8/2/2023
LESLIE GRANADO	FIFTH GRADE (REG)	SAM HOUSTON ELEM SCHOOL	8/2/2023
LESSLIE RONQUILLO	FIRST GRADE (REG)	WEST ELEMENTARY SCHOOL	8/2/2023
IDALIA CHAVEZ	SECOND GRADE (REG)	ROSS ELEM SCHOOL	8/2/2023
ARALI AMAYA	FOURTH GRADE (REG)	WEST ELEMENTARY SCHOOL	8/2/2023
ELIXANDRA CARRASCO	NURSE	LBJ ELEM SCHOOL	8/2/2023
ELIZABETH ROJAS	NURSE	MILAM ELEMENTARY SCHOOL	8/2/2023
MIRANDA PHELPS	FIRST GRADE (REG)	BURLESON ELEM SCHOOL	8/2/2023
IRMA LOPEZ	INST. COACH	E K DOWNING ELEMENTARY SCHOOL	8/2/2023
DAISY CHAVEZ	THIRD GRADE (REG)	IRELAND ELEM SCHOOL	8/2/2023
VANIA HERNANDEZ	KINDER (REG)	ROSS ELEM SCHOOL	8/2/2023
MELANIE MOORE	THIRD GRADE (REG)	IRELAND ELEM SCHOOL	8/2/2023
ANGELICA CAVAZOS	KINDER (REG)	GALE POND ALAMO	8/2/2023
TONYA RANDALL	SPED	BUICE ELEMENTARY SCHOOL	8/2/2023
ESMERALDA MARQUEZ	NURSE	GONZALES ELEM SCHOOL	8/2/2023
YOLANDA LAWRENCE	FOURTH GRADE (REG)	SAM HOUSTON ELEM SCHOOL	8/2/2023
LEYDI AVILA MORENO	SECOND BILINGUAL	JORDAN ELEMENTARY SCHOOL	8/21/2023
KELSI GOODEN	FRENCH	CAMERON ELEMENTARY SCHOOL	8/21/2023
TASHA GUILLEN MARTINEZ	FOURTH GRADE (REG)	GALE POND ALAMO	8/23/2023
DELILAH TORUBIO	NURSE	DOWLING ELEM SCHOOL	8/21/2023
SYLVIA MARTINEZ	FIRST BILINGUAL	DOWLING ELEM SCHOOL	8/28/2023
ANJANETTE PALACIOS	FOURTH BILINGUAL	FLY ELEMENTARY SCHOOL	8/29/2023
LAURA RODRIGUEZ	FIRST (REG)	985 BURLESON ELEM SCHOOL	8/31/2023

Secondary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
JAIDEN ABILA	DANCE	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
RACHEL ADAMS	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	8/2/2023
ARYELL AGUIAR	PE-COACH	ODESSA HIGH SCHOOL	8/2/2023
CASSANDRA AGUILAR	MATH	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
JO ALMAGER	SCIENCE	BONHAM MIDDLE SCHOOL	8/2/2023
ESTHER AMOAKO	ENGLISH	ODESSA HIGH SCHOOL	8/2/2023
ALFRED ANOBAH	SOCIAL STUDIES	BONHAM MIDDLE SCHOOL	8/2/2023
JUNE ABIGAIL ARANZAMENDEZ	ENGLISH	ODESSA HIGH SCHOOL	8/15/2023
JAZMINE ARENIVAS	SCIENCE	ODESSA HIGH SCHOOL	8/2/2023
GOODLUCK AYADI	MATH	PERMIAN HIGH SCHOOL	8/2/2023
ELIZABETH BELL	SECONDARY- MULTI CLASSROOM LDR	NIMITZ MIDDLE SCHOOL	8/2/2023
ROBERT BENSON	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	8/2/2023
CODIE BLOUNT	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/2/2023
YAW BOAKYE	ENGLISH	ODESSA HIGH SCHOOL	8/2/2023
VENKATA SATYAM BOBBILI	SCIENCE	PERMIAN HIGH SCHOOL	8/2/2023
TOBIN BRANNAN	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	8/2/2023
TORREN BROZOVICH	SOCIAL STDY-COACH	PERMIAN HIGH SCHOOL	8/2/2023
MARJENIQUE BRUTON	THEATRE ARTS - HS ASST	ODESSA HIGH SCHOOL	8/2/2023
MA VENDETTA CALAGOS	SECONDARY SPED-SC	ODESSA HIGH SCHOOL	8/16/2023
MARINA CALDERON-SIMPSON	ENGLISH/LANGUAGE ARTS/READING	NIMITZ MIDDLE SCHOOL	8/2/2023
ANDRES CAMARGO	ENGLISH	ODESSA HIGH SCHOOL	8/8/2023
JUSTEN CAMPBELL	PE-COACH	NIMITZ MIDDLE SCHOOL	8/2/2023
KYARA CARRASCO	ART	BOWIE MIDDLE SCHOOL	8/2/2023
DAVID CASILLAS	SOCIAL STDY-COACH	ODESSA HIGH SCHOOL	8/2/2023
MARILU CHAVEZ	SECONDARY- MULTI CLASSROOM LDR	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
MELKY COMANDANTE	MATH	NIMITZ MIDDLE SCHOOL	8/15/2023
JUAN CORREA	ROBOTICS - HS	PERMIAN HIGH SCHOOL	8/2/2023
LIZETH CORTINAS	MATH	BOWIE MIDDLE SCHOOL	8/2/2023
RYLAN DAY	AUTO MECHANICS	ADVANCED TECHNICAL CENTER	8/2/2023
RONALDO DE LEON	SCIENCE	NIMITZ MIDDLE SCHOOL	8/8/2023
ASHLEY DEBUSK	SECONDARY SPED-SC	ODESSA HIGH SCHOOL	8/2/2023
LUVISCA DELIGNY-PAYNE	ENGLISH/LANGUAGE ARTS/READING	NIMITZ MIDDLE SCHOOL	8/2/2023
ARIES DUNGCA	SCIENCE	GEORGE HW BUSH NEW TECH ODESSA	8/2/2023
SHANE EIDSON	ENGLISH-COACH	PERMIAN HIGH SCHOOL	8/2/2023
RAQUEL FORD	SOCIAL STDY-COACH	CROCKETT MIDDLE SCHOOL	8/2/2023
JARRYD GARZA	MATH-COACH	PERMIAN HIGH SCHOOL	8/2/2023
LEBRANDON GLOVER	SCIENCE-COACH	CROCKETT MIDDLE SCHOOL	8/2/2023
ANGIE GOMEZ	SECONDARY SPED INC/RES	ODESSA HIGH SCHOOL	8/2/2023
RAQUEL GONZALES	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	8/10/2023
JESSE GONZALEZ	TEEN LEADERSHIP/COACH	NIMITZ MIDDLE SCHOOL	8/2/2023
MARIA GUERRERO	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	8/2/2023
LEA GUTIERREZ	SCIENCE	ALTERNATIVE EDUC CENTER	8/2/2023
JENNI HAMBY	SOCIAL STUDIES	BONHAM MIDDLE SCHOOL	8/2/2023
CANDICE HARDING	ENGLISH	PERMIAN HIGH SCHOOL	8/2/2023
SYLVESTER HATTEN	ENGLISH-COACH	ODESSA HIGH SCHOOL	8/2/2023
SANTIAGO HENAO	ESL/READING	NIMITZ MIDDLE SCHOOL	8/2/2023
TORI HENDERSON	AGRICULTURE	ADVANCED TECHNICAL CENTER	8/2/2023
ALEXANDRIA HERNANDEZ	SOCIAL STDY-COACH	BONHAM MIDDLE SCHOOL	8/10/2023

JOJADYS HERNANDEZ	ENGLISH	PERMIAN HIGH SCHOOL	8/2/2023
LILIANA HERNANDEZ	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	8/2/2023
EMILY HINDS	ENGLISH	PERMIAN HIGH SCHOOL	8/2/2023
BILLY HORTON	ENGLISH	ODESSA HIGH SCHOOL	8/2/2023
KYLE HUBBARD	PHYSICAL ED	ODESSA COLLEGIATE ACADEMY ECHS	8/2/2023
ADELAIDA HUITRON	SPANISH	NIMITZ MIDDLE SCHOOL	8/2/2023
SANDRA JAQUEZ	SPANISH	OC TECHNICAL EARLY COLLEGE HS	8/2/2023
JULIAN JIMENEZ	SPANISH-COACH	ODESSA HIGH SCHOOL	8/2/2023
HARSHITHA PRIYADARSHINI KAZA	SECONDARY SPED INC/RES	ODESSA HIGH SCHOOL	8/2/2023
HANNAH KIDD	ENGLISH/LANGUAGE ARTS/READING	BOWIE MIDDLE SCHOOL	8/2/2023
VASUKI KUMAR	MATH	NIMITZ MIDDLE SCHOOL	8/2/2023
LABRINA LANG	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/2/2023
JO ANN LARA	SPANISH	ODESSA HIGH SCHOOL	8/2/2023
ARIANA LICON	SCIENCE	NIMITZ MIDDLE SCHOOL	8/2/2023
MICHAEL LONG	PE-COACH	ODESSA HIGH SCHOOL	8/2/2023
LILIANA LOPEZ	MATH	CROCKETT MIDDLE SCHOOL	8/2/2023
SALVADOR LOZANO	SECONDARY SPED INC/RES	PERMIAN HIGH SCHOOL	8/2/2023
SARBAGYA MALLA	COMPUTER SCIENCE	THE STEM ACADEMY	8/2/2023
EDITH MANDELL	MATH	THE STEM ACADEMY	8/2/2023
SANDRA MARQUEZ	DANCE/PE	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
MIKAYLA MARTINEZ	SCIENCE	NIMITZ MIDDLE SCHOOL	8/16/2023
SOPHIA MAXWELL	ENGLISH	ODESSA HIGH SCHOOL	8/2/2023
LISA MELTON	CHOIR ASST - HS	PERMIAN HIGH SCHOOL	8/2/2023
CHRISTOPHER MILLS	SECONDARY SP ED (AI)	SPECIAL EDUCATION	8/2/2023
CHRISTOPHER MOLINA	SCIENCE	PERMIAN HIGH SCHOOL	8/2/2023
CHRISTINA MOLINAR	SOCIAL STUDIES	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
REYMUNDO MONTOYA	THEATRE ARTS - HS ASST	PERMIAN HIGH SCHOOL	8/2/2023
KATHRYN NARVAEZ	SCIENCE	THE STEM ACADEMY	8/2/2023
AFTON NAVARRETTE	HEALTH-SCIENCE TECH	ODESSA HIGH SCHOOL	8/2/2023
ADWOA OKYERE	MIDDLE SCHOOL ENGINEERING	ODESSA HIGH SCHOOL	8/2/2023
OTEGA OMOYIBO	SCIENCE	BONHAM MIDDLE SCHOOL	8/2/2023
RAMIRO ONTIVEROS	SPANISH	ODESSA HIGH SCHOOL	8/2/2023
KAYLEE OVERMYER	PE-COACH	NIMITZ MIDDLE SCHOOL	8/2/2023
ARMANDINA OYE	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	8/2/2023
CALEB PADILLA	SPANISH	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
BRANDIE PARKHURST	SECONDARY SPED INC/RES	CROCKETT MIDDLE SCHOOL	8/2/2023
ANTHONY PARRIS	MATH	OC TECHNICAL EARLY COLLEGE HS	8/2/2023
MATIAS PATINO	PHYSICAL ED	NIMITZ MIDDLE SCHOOL	8/2/2023
DAISY PATRIARCA	MATH	BONHAM MIDDLE SCHOOL	8/9/2023
JEANY PHAN	SCIENCE	NIMITZ MIDDLE SCHOOL	8/2/2023
BRIAN PHILLIPS	SOCIAL STUDIES	BOWIE MIDDLE SCHOOL	8/2/2023
RONALD PROMESSE	INTERVENTIONIST/COACH	ODESSA HIGH SCHOOL	8/2/2023
REBECCA RANEY	ART	CROCKETT MIDDLE SCHOOL	8/2/2023
TERI RICHARDSON	MATH	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
NAAMAN ROBERSON	PE-COACH	CROCKETT MIDDLE SCHOOL	8/10/2023
RAYNA ROJAS	ENGLISH/LANGUAGE ARTS/READING	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
ELODIA RUBIO-ESTOPELLAN	SOCIAL STUDIES	CROCKETT MIDDLE SCHOOL	8/2/2023
ASUNTHA KUMARI SALI	SCIENCE	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
KIMBERLY SANCHEZ	ENGLISH	GEORGE HW BUSH NEW TECH ODESSA	8/2/2023
MA ZITA ANNETTE SARILLANA	SECONDARY SPED-SC	PERMIAN HIGH SCHOOL	8/4/2023
ALEXIS SCHMIDT	BUSINESS EDUCATION	PERMIAN HIGH SCHOOL	8/2/2023

MEERAVALI SHAIK	MATH	NIMITZ MIDDLE SCHOOL	8/2/2023
SAMUEL SINGLETON	TEEN LEADERSHIP/COACH	BOWIE MIDDLE SCHOOL	8/2/2023
LADARIUS SLIDER	PHYSICAL ED	WILSON & YOUNG MIDDLE SCHOOL	8/17/2023
HAYDEN SLUDER	BUSINESS/COACH	PERMIAN HIGH SCHOOL	8/2/2023
DRU SMITH	BUSINESS/COACH	ODESSA HIGH SCHOOL	8/2/2023
KRISTEN SNYDER	ART	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
DESIREE STEPHENSON	MATH-COACH	PERMIAN HIGH SCHOOL	8/2/2023
LUZVIMINDA STO DOMINGO	SCIENCE	PERMIAN HIGH SCHOOL	8/2/2023
DANIEL THOMAS	MATH	PERMIAN HIGH SCHOOL	08/02/203
JANET THOMPSON	SOCIAL STUDIES	BOWIE MIDDLE SCHOOL	8/2/2023
CODY VALENZUELA	PE-COACH	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
TAYLOR VICK	MATH	BOWIE MIDDLE SCHOOL	8/2/2023
SHAUN WALLACE	SECONDARY SPED INC/RES	BONHAM MIDDLE SCHOOL	8/28/2023
ALEC WATSON	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	8/2/2023
VICTORIA WEINZEL	SCIENCE	OC TECHNICAL EARLY COLLEGE HS	8/2/2023
AMY WIESE	ENGLISH/LANGUAGE ARTS/READING	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
HENRY WILLIAMSON	PE-COACH	BONHAM MIDDLE SCHOOL	8/2/2023
CRISTA WILSON	MATH	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
KAREN WILSON	SCIENCE	ODESSA HIGH SCHOOL	8/2/2023
LEXES WILSON	AVID/COACH	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
ELEONORA WITZKY	SCIENCE	NIMITZ MIDDLE SCHOOL	8/2/2023
SAMUEL WRIGHT	ENGLISH	ODESSA HIGH SCHOOL	8/2/2023
MONIKA YELETI	MATH	NIMITZ MIDDLE SCHOOL	8/2/2023
SULTAN KARAKUS	ESL/READING	BOHAM MIDDLE SCHOOL	8/15/2023
KOLBY YOUNGBLOOD	SOCIAL STDY-COACH	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
KIMBERLY BORJON	MATH	BOWIE MIDDLE SCHOOL	8/2/2023
ZACHARY GARZA	ENGLISH LANGUAGE ARTS READING	WILSON & YOUNG MIDDLE SCHOOL	8/18/2023
KIMBERLY SANCHEZ	ENGLISH LANGUAGE ARTS READING	NTO	8/2/2023
LANDRY MCNEESE	C & I SPECIALIST	CURRICULUM & INSTRUCTION	8/2/2023
AMANDA SPEIGHTS	SPED	PERMIAN HIGH SCHOOL	8/2/2023
NAOMI RAMOS	SPED INC/RES	ODESSA HIGH SCHOOL	8/2/2023
SHADORIAN	AVID	PERMIAN HIGH SCHOOL	8/18/2023
BARRY EDMONDSON	DUAL CREDIT FACILITATOR	OC TECHNICAL EARLY COLLEGE HS	8/2/2023
ASHAZLI BELL-AKILO	SOCIAL STUDIES	BOWIE MIDDLE SCHOOL	8/2/2023
CRYSTAL BURGESS	AAS	AAS	8/2/2023
MELISSA RIVERA	SPANISH	NIMITZ MIDDLE SCHOOL	8/2/2023
JOSEPH MANSANALES	SPED	ODESSA HIGH SCHOOL	8/2/2023
AMBER RUDD	SOCIAL STUDIES/COACH	ODESSA HIGH SCHOOL	8/2/2023
GABRIELA RAMIREZ	ENGLISH LANGUAGE ARTS READING	WILSON & YOUNG MIDDLE SCHOOL	8/2/2023
CATHERINE WILLAMS	ENGLISH LANGUAGE ARTS READING	PERMIAN HIGH SCHOOL	8/28/2023
MONTANA HUDSON	MATH	BOWIE MIDDLE SCHOOL	8/2/2023
STEVE CHANDLER	MATH	PERMIAN HIGH SCHOOL	8/2/2023
GENESIS MARTINEZ	ENGLISH LANGUAGE ARTS READING	NIMITZ MIDDLE SCHOOL	8/18/2023
KARINA CORTINAS-VALLES	ENGLISH LANGUAGE ARTS READING	NIMITZ MIDDLE SCHOOL	8/18/2023
STEPHANIE GAINES	SCIENCE	PERMIAN HIGH SCHOOL	8/2/2023

Administrative Level Recommendations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
YVONNE ASAKAWA	ASST PRIN, ELEM 988	IRELAND ELEM SCHOOL	8/9/2023
ARELY CUELLAR	SPEECH PATH-ASST	SPECIAL EDUCATION	8/2/2023
TESS DONNER	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/2/2023

JENNIFER HARRIS	VIRTUAL DIAGNOSTICIAN	SPECIAL EDUCATION	8/3/2023
JACQUELINE HEIKELL	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/2/2023
HANNAH HELDT	SPEECH PATH-ASST	SPECIAL EDUCATION	8/2/2023
SELMA HERRERA	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/28/2023
IRIS JIMENEZ	DIR PLANNING & SCHOOL CHOICE	STUDENT AND SCHOOL SUPPORT	8/1/2023
SHANNA LOCY	VIRTUAL DIAGNOSTICIAN	SPECIAL EDUCATION	8/18/2023
CESAR MARQUEZ	HIGH SCHOO COUNSELOR	ODESSA HIGH SCHOOL	8/31/2023
MEOSHIA MARSHALL	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/8/2023
RACHEL MCDONALD	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/2/2023
HEATHER MORGAN-DOWDS	DEAN OF STUDENTS	CROCKETT MIDDLE SCHOOL	8/22/2023
YVONNE MURILLO	VIRTUAL DIAGNOSTICIAN	SPECIAL EDUCATION	8/2/2023
EMILY RESNICK	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/8/2023
JESSICA ROBERTSON	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/3/2023
PAUL ROMAN	ASST PRINCIPAL, MS	WILSON & YOUNG MIDDLE SCHOOL	8/15/2023
CHRISTINA THOMPSON	SPEECH PATH-ASST	SPECIAL EDUCATION	8/2/2023
MELISSA WILSON	ADMINISTRATIVE INTERN	BLANTON ELEM SCHOOL	8/1/2023

Elementary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
DEBORAH CASTILLO	THIRD GRADE (REG)	NOEL ELEMENTARY SCHOOL	8/23/2023
JOANNA GONZALES	FIRST GRADE (REG)	BURLESON ELEM SCHOOL	8/14/2023
CRYSTAL VILLA	FIRST GRADE (REG)	IRELAND ELEM SCHOOL	8/17/2023
CHADSY RAYOS	NURSE	DOWLING ELEM SCHOOL	8/22/2023
CIARA HEBERT	THIRD GRADE (REG)	BURLESON ELEM SCHOOL	8/31/2023

Secondary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
HOSSEIN HOSSEINI	MATH	PERMIAN HIGH SCHOOL	8/2/2023
MIKAYLA MARTINEZ	SCIENCE	NIMITZ MIDDLE SCHOOL	8/21/2023

Administrative Level Resignations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
TESS DONNER	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/2/2023
CHELSEA REYES	EXEC DIRECTOR GUIDANCE & COUNS	GUIDANCE & COUNSELING	8/28/2023
KENYA THOMAS	SUPERVISOR, SPED	SPECIAL EDUCATION	8/3/2023
PATRICIA ELROD	VIRTUAL DIAGNOSTICIAN	SPECIAL EDUCATION	8/29/2023



TO: Board of Trustees
FROM: Dr. Anthony Sorola, Associate Superintendent of Operations
SUBJECT: **POSSIBLE ACTION CONCERNING LEVEL III GRIEVANCE HEARING – RACHEL HURFORD.**
DATE: September 19, 2023

As stated in Board Policy DGBA (Local), Level III: If the employee did not receive the relief requested at the Level II or if the time for a response has expired, the employee may appeal the decision to the Board.

Administrative Recommendation:

Possible action concerning Level III Grievance Hearing filed by Rachel Hurford.