

East Central Independent School District
Highland Forest Elementary
2023-2024 Campus Improvement Plan

Accountability Rating: C

Mission Statement

Our Values:

A Growth Mindset For Students and Staff

Teamwork

Accountability

Being Data Driven

Having an Exceptional Work Ethic

Flexibility

Positive Relationships With All Stakeholders

Calculated Risk Takers

Vision Statement

At Highland Forest, our vision is to reach every student, every day, in every way.

Core Beliefs

At Highland Forest, we believe in a safe and nurturing environment. We believe in a quality education that meets individual student needs and building positive relationships with all stakeholders to inspire a love for learning.

Table of Contents

Comprehensive Needs Assessment	4
Engaged, Well Rounded Students	4
Student Safety & Well Being	5
Student Learning and Progress	7
Post-Secondary Readiness	9
Quality/Commitment of Staff	10
Community Engagement & Partnerships	11
Fiscal & Operational System	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: Engaged, Well Rounded Students	17
Goal 2: Student Safety & Well Being	20
Goal 3: Student Learning and Progress	24
Goal 4: Post-Secondary Readiness	30
Goal 5: Quality/Commitment of Staff	34
Goal 6: Community Engagement & Partnerships	38
Goal 7: Fiscal & Operational System	41
RDA System Responses	44
Targeted Support System Responses	45
Additional Targeted Support System Responses	46
Title I Personnel	47

Comprehensive Needs Assessment

Revised/Approved: June 29, 2023

Engaged, Well Rounded Students

Engaged, Well Rounded Students Summary

Number of student organizations 3
Number of students participating in organizations 20-ish
Levels of Participation
Number of organizations competing at state level 0
Number of students competing at state level 0
Number of organizations competing at National Level 0
Number of student competing at National Level 0
Number of student athletes 0

Student engagement went down two points since the last survey.

Findings

* Not a lot of activities for all students to benefit from. "

Engaged, Well Rounded Students Strengths

"We have choir and running club which are semester long clubs
We have the reading club which meets once to twice a week to compete in the Battle of the Books. There are bout 5 students in this club.

Problem Statements Identifying Engaged, Well Rounded Students Needs

Problem Statement 1 (Prioritized): Our students are not engaged throughout the day and after school nor do they feel that they belong. **Root Cause:** We are not providing enough extra curricular activities for our students to create a sense of belonging for them.

Student Safety & Well Being

Student Safety & Well Being Summary

Discipline Findings

- An increase in referrals from 48 (21-22 school year) to 133 (22-23 school year).
- An increase in more mandatory out of placement offenses
- Mostly male offenders
- 28 are bus referrals
- Students who have the most referrals are new to the district and/or not on campus anymore.

Student/Staff Training

- 9 of our teachers attended the EC Summit in the summer of 2022.
- We updated our campus initiatives in both Math and Literacy to help plan out our professional development for the year. We also monitored and adjusted as needed based on Learning Walks.
- 25% of our staff is either new to teaching or new to EC. To help differentiate instruction, we differentiate our monthly Difference Makers and monthly First Flight meetings to best meet teacher needs.
- A few ways that we have looked at the impact on teaching and learning, we set a focus for our Learning Walks as a follow-up to the learning that happened in our recent Difference Maker. We also used new learning to guide discussions in weekly PLCs.

Counseling (Current as the month of April)

- Direct Student Services: 533.25 hours
- System Support Services: 610.75
- Total Student Contacts: 1,890
- Total Parent Contacts: 218
- Counselor saw the most students in the month of March (411 students)

Crisis Management

- Our emergency operations plan was complete in Raptor
- Bi-weekly information about trends in safety and feedback from drills were addressed in the Debriefs. Occasionally
- Emergency Folders in each room.
- System for crisis management when dealing with students

Panorama Data

- We screened over 90% of our students for MOY Panorama
- Emotional Regulation is up 5% from BOY to MOY
- Self-Efficacy is up 6% from BOY to MOY
- School Climate is up 1% from BOY to MOY
- Engagement went down 2% from BOY to MOY
- Sense of Belonging went down 1% from BOY to MOY
- Student-Teacher Relationships went up 2% from BOY to MOY

- Growth Mindset stayed the same from BOY to MOY
- We are showing scores that are below the district average

Student Safety & Well Being Strengths

Discipline Findings

- Responsive to teacher needs with escalating behavior
- Completed restorative circles when needed
- Mrs. Ervin conducted one-on-one behavior meetings to discuss DBRC data and receive teacher feedback

Student/Staff Training

- Trauma Modules were completed by staff members (time was given during PD time)
- At BOY, we provided differentiated training with new staff (we kept this ongoing with monthly First Flight)

Counseling/Panorama Data

- We have a campus system of referring students to the counselor and CIS rep
- Communities and Schools representative make a huge impact on our campus when it comes to student touch points
- January Guidance Lesson was centered around the campus need of Self-Efficacy

Crisis Management

- We have a solid management plan that involves members of ILT and other essential partners
- We completed all necessary drills and make necessary adjustments based on feedback and need
- We have created safety plans for individual student needs
- Building capacity in others during drills to practice Raptor and the Intercom system

Problem Statements Identifying Student Safety & Well Being Needs

Problem Statement 1 (Prioritized): When looking collectively at our discipline referrals, we have seen an increase of student behavior. With a total of 133 referrals this year, that is an increase from 48 last school year and 60 from the year prior. **Root Cause:** A lack of student engagement and a lack of positive student-teacher relationships has led to our increased student behavior.

Student Learning and Progress

Student Learning and Progress Summary

STAAR Data

- We are seeing an upward trajectory of our scores
- Our scores have been steadily increasing since the 20-21 school year
- We were officially rated a "C" after having an Improvement Required label the school year prior
- We were rated a "C" in Academic Growth and in Closing the Gaps

Interim, MAP, and Quarterly Assessments

- We see a huge discrepancy between our K-2 students' Quarterly Assessment data and our 3-5 Quarterly Assessment and Interim Data
- Our Interim Data isn't aligned to our CFA Data
- Our MAP/Mclass Data is not aligned to our Quarterly Assessment data because we see rather high scores that have surpassed our campus goal on the quarterly data and that isn't the case with our MAP Data.

Attendance

- Percent Attendance to date:
 - EE-89.79%
 - PreK- 90.47%
 - K- 90.55%
 - 1st- 91.83%
 - 2nd- 93.22%
 - 3rd- 91.98%
 - 4th- 93.21%
 - 5th- 93.89%
 - Overall: 92.26%
- Quarter 1 attendance percentage was at 93%
- Attendance began declining during quarter 2. Quarter 2 percentage total was 90.76%
- Since adding attendance incentives in quarter 3, overall weekly percentages increased steadily.
- Overall weekly percentages for HF have averaged between 92-93%

MTSS

- MTSS Fidelity is going up every quarter
- We are showing an increase with fidelity from last year to this year.
- We saw a decrease in quarter 2 because Bonnet was not here checking on teachers as often

Student Learning and Progress Strengths

STAAR

- We increased our STAAR Domain #1 and Domain #2 since the 21-22 school year
- We have a systematic ER process that engages teachers in looking at common assessments and creating reteach groups based on data findings and trends

Interim, MAP, and Quarterly Assessments

- We planned with a structured agenda that had teachers thinking with the end in mind by teaching with the common assessment in mind
- Teachers created weekly exemplars to help drive their instruction
- We held Quarterly Data Dives with grade levels after each major assessment where we developed a system of identifying our "WHO" to best meet the needs of students

Attendance

- Villasenor created a campus attendance incentive system that students get the chance to work for by coming to school everyday.

Problem Statements Identifying Student Learning and Progress Needs

Problem Statement 1 (Prioritized): We struggle to teach at the rigor of the standard and holding students accountable for their own learning by teaching to the zone of proximal development. (Data used- Learning Walks) **Root Cause:** Teacher knowledge of research-based pedagogy that leads to student success.

Problem Statement 2: Of the Tier 2 and Tier 3 students, 56% of students in reading and 36% in math increased their percentile rank. **Root Cause:** Tier time is short and with transitions, even shorter. Lack of man power.

Post-Secondary Readiness

Post-Secondary Readiness Summary

*We will have the first in-person Career Fair in 3 years
*We had various local colleges come to our Family Literacy Night to bring info to our families
*Ramos and Villasenor honored our Military Children
*We participated in the Military Child Week
*Texas A&M SA held Xmas party for 1 kinder class (teacher was an alum)
*We participated in the CCMR Dress Up Week
*Signs are posted throughout the campus about different careers

Post-Secondary Readiness Strengths

We are increasing students exposure to different avenues they can take in their life.

Problem Statements Identifying Post-Secondary Readiness Needs

Problem Statement 1: We still need to provide more exposure for our students to create more well-rounded students. Currently 27% of students are college ready. **Root Cause:** We struggle with balancing instruction and devoting time to post secondary readiness in regards to finding time to embed activities.

Quality/Commitment of Staff

Quality/Commitment of Staff Summary

*We used Learning Walk data to drive our agendas for Difference Makers
*We have a Math and Reading Focus, but later shifted to more of a pedagogical focus
*We highlighted Teacher Leaders
* Differentiation especially for PK
*We adjusted our time and frequency of our Difference Makers based on feedback

Based on the EOY survey staff feel supported, heard, and valued.

Quality/Commitment of Staff Strengths

Staff feel valued and supported.

4 staff members have received promotions both within the district and outside of the district.

Problem Statements Identifying Quality/Commitment of Staff Needs

Problem Statement 1: 84% of staff has been retained. **Root Cause:** The most common reason for staff leaving this year was retirement and promotions

Community Engagement & Partnerships

Community Engagement & Partnerships Summary

10/20 Fall Festival			
12/5 1/5 Holiday Sing Along			
12/7 PK/2nd/4th Holiday Sing Along			
12/8 K/3rd/Lifeskills Holiday Sing Along			
2/23 STAAR Night			
3/9 Spring Carnival			
4/21 Fiesta Shoebox Parade			
Mutually Beneficial Partnerships	Results/Benefits for HF	Results/Benefits For Partner	How many students impacted by partnerships?
SACADA	Small Groups	Community based data collection	42 students
Communities in Schools	Various services/case management for students	Community based data collection	55 students + tier 1 support and family engagement nights
United Way	Services & Supports for families	Fundraising	N/A
Aetna	Attend family nights/provide resources to families	Connected to district level to build their community engagement	2 family night events: 200 families each event

Community Engagement & Partnerships Strengths

We are holding more in person events with engaging activities for parents.

Parents like coming to school during the day for the events versus the evening.

Problem Statements Identifying Community Engagement & Partnerships Needs

Problem Statement 1: Parents will come in the evening if the event is fun. When it is in regards to academics, our turn out is low. **Root Cause:** The main power and safety to conduct activities during the school day campus wide.

Fiscal & Operational System

Fiscal & Operational System Summary

We have spent 85% of our budget so far. Need to confirm this though, because we spent all the money. School business subs could be the remainder.
*all district resources are scanned and in classroom
*100% of inventory was accounted for at the beginning and end of the year
*Lesson plan pscale ratings indicate that district resources are being used
Wells Fargo- We have completed 2 fundraisers this school year. This bank account also funds staff refreshments and student needs.
* Expenses in the 199 are to keep the school running on the day to day basis. We also align the money to campus initiatives and to pay for 2 way communication for staff and parents.

426 work orders

10 declined.

Fiscal & Operational System Strengths

We do a good job at spending money on areas of needs.

Problem Statements Identifying Fiscal & Operational System Needs

Problem Statement 1: More money is being spent at the end of the year versus throughout the year. **Root Cause:** At the beginning of the year, we are getting things up and running and determining what is needed to target our needs. By November, is when we start spending the bulk of our money.

Priority Problem Statements

Problem Statement 1: When looking collectively at our discipline referrals, we have seen an increase of student behavior. With a total of 133 referrals this year, that is an increase from 48 last school year and 60 from the year prior.

Root Cause 1: A lack of student engagement and a lack of positive student-teacher relationships has led to our increased student behavior.

Problem Statement 1 Areas: Student Safety & Well Being

Problem Statement 2: We struggle to teach at the rigor of the standard and holding students accountable for their own learning by teaching to the zone of proximal development. (Data used- Learning Walks)

Root Cause 2: Teacher knowledge of research-based pedagogy that leads to student success.

Problem Statement 2 Areas: Student Learning and Progress

Problem Statement 3: Our students are not engaged throughout the day and after school nor do they feel that they belong.

Root Cause 3: We are not providing enough extra curricular activities for our students to create a sense of belonging for them.

Problem Statement 3 Areas: Engaged, Well Rounded Students

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: July 11, 2023

Goal 1: Engaged, Well Rounded Students

Key Question 1: To what degree does ECISD provide diverse experiences to meet the needs and interests of all students?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track

Goal 1: Engaged, Well Rounded Students

Key Question 2: To what degree is student voice valued and reflected in student experiences?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track





Goal 1: Engaged, Well Rounded Students

Key Question 3: To what degree are all students engaged in our schools and the community?

Initial Status: Minor Change

Summative Evaluation: Q1: Adjustments taking place

Q2: Adjustments taking place

System Response 1 Details	Reviews			
<p>System Response 1: Attendance Forums will be held each quarter for all families identified. In addition we will have monthly attendance incentives for students.</p> <p>Evidence of Success: Highland Forest will reach a 95.5% attendance rate for the 2023-24 school year</p> <p>Staff Responsible: Counselor - Villasenor</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Students will have monthly incentives for student attendance

Families that have unexcused absences will attend attendance forums for support.

Intended Audience: Families & Students

Provider / Presenter / Person Responsible: Counselor - Villasenor

Date(s) / Timeframe: Incentives for attendance every month.

Q1 - Nov. 92%

Q2 - Jan. 93%

Q3 - March 94%

Q4 - June 95.5%

Collaborating Departments: CIS, Attendance

Delivery Method: None

Staff Responsible: Counselor - Villasenor

TEA Priorities:

Improve low-performing schools

- Targeted Support Strategy

Goal 2: Student Safety & Well Being

Key Question 1: To what degree are students safe and feel secure at school, physically and socially/emotionally?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track





Goal 2: Student Safety & Well Being

Key Question 2: To what degree are we able to respond, both proactively and reactively, to crisis situations?

Initial Status: Minor Change

Summative Evaluation: Q1: On Track

Q2: Adjustments taking place

System Response 1 Details	Reviews			
<p>System Response 1: We will have at least 90% fidelity based on Ground Work Quality Indicators fidelity walks for Tier 1/2/3 behavior.</p> <p>Evidence of Success: Achievement: By July 2024, East Central ISD will earn a minimum of a "met standards rating C" with Highland Forest scoring at least 70% approaches, 30% meets, 20% masters on STAAR.</p> <p>Staff Responsible: AP - Harred</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	Adjustments Taking Place		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Monthly PD for safety and behavior based off of data collected during fidelity walks and office referrals

Intended Audience: All Campus Staff

Provider / Presenter / Person Responsible: AP- Harred

Date(s) / Timeframe: Review Campus Behavior Handbook with Campus Behavior Team - End of July

Participate in Emergent Tree tiered behavior PD for APs - August 4

Finalized Handbook due - August 1

Staff training on behavior handbook - August 7-11

Campus Behavior Team Meetings Monthly

Weekly Teacher Behavior Shoutouts in Debriefs

Collaborating Departments: None

Delivery Method: None

Staff Responsible: AP- Harred

TEA Priorities:

Improve low-performing schools

- Targeted Support Strategy

Goal 2: Student Safety & Well Being

Key Question 3: To what degree do we provide support services for staff, students, and families on an ongoing basis and in a crisis?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track





Goal 3: Student Learning and Progress

Key Question 1: To what degree do we support student learning and progress?

Initial Status: Minor Change

Summative Evaluation: Q1: Adjustments taking place

Q2: Adjustments taking place

System Response 1 Details	Reviews			
<p>System Response 1: Teachers will show fidelity to the MTSS System.</p> <p>Evidence of Success: 51% of students identified for Math or Reading Tier 2 or Tier 3 services will close their achievement gap by increasing their scores from BOY to EOY by 3 percentile rank.</p> <p>Staff Responsible: PF - Bonnet</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<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>				

Strategy 1: - Sept. 29th- Expectations of MTSS will be rolled out to staff (time/date. resources, students)

- Provide a list of approved interventions for students in Tier
- Train teachers how to fill out forms in Branching Minds
- PF calendars time to conduct MTSS fidelity walks
- Q2- Begin MTSS fidelity checks

Intended Audience: K-5 Teachers

Provider / Presenter / Person Responsible: PF - Bonnet

Date(s) / Timeframe: Nov. 85% of teams will score at least a 90% on the MTSS Fidelity form.

Jan. 90% of teams will score at least a 90% on the MTSS Fidelity form.

March 95% of teams will score at least a 90% on the MTSS Fidelity form.

June 100% of teams will score at least a 90% on the MTSS Fidelity form.

Collaborating Departments: AF

Delivery Method: None

Staff Responsible: PF - Bonnet

TEA Priorities:

Improve low-performing schools

- Targeted Support Strategy

Goal 3: Student Learning and Progress

Key Question 2: To what degree is a growth mindset a part of how we do business?

Initial Status: Maintain

Summative Evaluation: Q1: On Track





Q2: On Track

Goal 3: Student Learning and Progress

Key Question 3: To what degree are students growing and achieving academically and behaviorally?

Initial Status: Minor Change

Summative Evaluation: Q1: Adjustments taking place
Q2: Adjustments taking place

System Response 1 Details	Reviews			
<p>System Response 1: During SM/ART, teams will use a purposeful protocol and score at a level 4 based on the SM/ART pscale.</p> <p>Evidence of Success: By July 2024, East Central ISD will earn a minimum of a "met standards rating C" with Highland Forest scoring at least 70% approaches, 30% meets, 20% masters on STAAR.</p> <p>Staff Responsible: AF - Jarzombek</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Teachers will Internalize their Eureka & Amplify lessons using the lesson internalization protocols provided by TEA and EC.

Intended Audience: K-5 Teachers

Provider / Presenter / Person Responsible: AF - Jarzombek

Date(s) / Timeframe: Q1 80% of teams will have met all the criteria of the the Planning Protocol that is aligned to the SM/ART process.
Q2 90% of teams will have met all the criteria of the the Planning Protocol that is aligned to the SM/ART process.
Q3 95% of teams have met all the criteria of the the Planning Protocol that is aligned to the SM/ART process.
Q4 100% of teams have met all the criteria of the the Planning Protocol that is aligned to the SM/ART process.

Delivery Method: PLC's

Staff Responsible: AF - Jarzombek

Strategy 2: We will have at least 90% fidelity based on Ground Work Quality Indicators fidelity walks for Tier 1/2/3 behavior.

Intended Audience: Pk-5 Teachers

Provider / Presenter / Person Responsible: AP- Harred

Date(s) / Timeframe: Review Campus Behavior Handbook with Campus Behavior Team - End of July
Participate in Emergent Tree tiered behavior PD for APs - August 4

Finalized Handbook due - August 1
Staff training on behavior handbook - August 7-11
Campus Behavior Team Meetings Monthly
Weekly Teacher Behavior Shoutouts in Debriefs

Collaborating Departments: None

Delivery Method: Tier 1 Behavior Meetings

Staff Responsible: AP- Harred

Goal 3: Student Learning and Progress

Key Question 4: To what degree do we assure student success by building on student strengths?

Initial Status: Maintain

Summative Evaluation: Q1: On track

Q2: On Track





Goal 4: Post-Secondary Readiness

Key Question 1: To what degree are students ready to make a meaningful life and living?

Initial Status: Minor Change

Summative Evaluation: Q1: Adjustments taking place

Q2: Adjustments taking place

System Response 1 Details	Reviews			
<p>System Response 1: At BOY/MOY/EOY NWEA Assessments, determine who is college ready and develop plan for intervention</p> <p>Evidence of Success: In order to reach 64% of students meeting one or more CCMR indicators by graduation, 33% of Highland Forest 5th-grade students will score college-ready on MAP's ACT Projection for 22+ on End of Year reading and math (currently MOY 22-23 27% with 34% reading and 21% math)</p> <p>Staff Responsible: PF - Bonnet</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: During Data days (9/29, 2/12 & 5/13) and Data dives, teachers will identify which students are scoring college-ready on MAP screeners and create a strategic plan using the who.

Intended Audience: 5th grade teachers

Provider / Presenter / Person Responsible: PF - Bonnet

Date(s) / Timeframe: Data days (9/29, 2/12 & 5/13)
Data Dives - TBD

Collaborating Departments: AF

Staff Responsible: PF - Bonnet

TEA Priorities:

Improve low-performing schools
- Targeted Support Strategy

Goal 4: Post-Secondary Readiness

Key Question 2: To what degree are students planning for post-secondary and executing their plans?

Initial Status: Maintain

Summative Evaluation: Q1: Making adjustments

Q2: On track

Goal 4: Post-Secondary Readiness

Key Question 3: To what degree are students ready for citizenship and civic duty?

Initial Status: Maintain

Summative Evaluation: Q1: Making adjustments

Q2: On track

Goal 4: Post-Secondary Readiness

Key Question 4: To what degree does the system reflect "all means all"?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track

Goal 5: Quality/Commitment of Staff

Key Question 1: To what degree does staff positively impact students according to need?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track

Goal 5: Quality/Commitment of Staff

Key Question 2: To what degree do our staff members exemplify the Profile of an EC Learning Leader?

Initial Status: Maintain

Summative Evaluation: Q1: On Track





Q2: On Track

Goal 5: Quality/Commitment of Staff

Key Question 3: To what degree do we train and develop new and existing staff?

Initial Status: Minor Change

Summative Evaluation: Q1: On Track
Q2: On Track

System Response 1 Details	Reviews			
<p>System Response 1: Recognize staff members monthly based on the Leading the EC Way competencies. Evidence of Success: From Jul 3, 2023, 90% of the exempt staff and 85% nonexempt that was employed on Jun 3, 2024 will be retained with the intent of returning for the 24-25 school year. Staff Responsible: Principal - Ervin</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: BOY/MOY/EOY- Introduce EC competencies and aligned behaviors.
 Discuss upcoming Competencies at CG Meetings.
 Monthly shoutouts.

Intended Audience: All Staff

Provider / Presenter / Person Responsible: Principal - Ervin

Collaborating Departments: AP, AF

Staff Responsible: Principal - Ervin

TEA Priorities:

Recruit, support, retain teachers and principals

- **Targeted Support Strategy**

Goal 5: Quality/Commitment of Staff

Key Question 4: To what degree is staff empowered to realize the mission of the district?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track





Goal 6: Community Engagement & Partnerships

Key Question 1: To what degree do we cultivate mutually beneficial partnerships?

Initial Status: Minor Change

Summative Evaluation: Q1: On Track

Q2: On Track

System Response 1 Details	Reviews			
<p>System Response 1: Hold at least one Family Engagement Event each quarter. Evidence of Success: 100% of partnerships are identified as mutually beneficially by both EC and our partner. Staff Responsible: AF - Jarzombek</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Create a parent involvement committee and work with CIS to increase the number of community partners at each event.

Intended Audience: Families

Provider / Presenter / Person Responsible: AF - Jarzombek

Date(s) / Timeframe: Q1 - At least 1 Family Engagement event is held.

Q2 - At least 1 Family Engagement event is held and there is an increase in the number of community members, students, and families in attendance.

Q3 - At least 1 Family Engagement event is held and there is an increase in the number of community members, students, and families in attendance.

Q4 - At least 1 Family Engagement event is held and there is an increase in the number of community members, students, and families in attendance.

Collaborating Departments: CIS

Staff Responsible: AF - Jarzombek

TEA Priorities:

Improve low-performing schools

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Goal 6: Community Engagement & Partnerships

Key Question 2: To what degree do our partnerships positively impact stakeholders?

Initial Status: Maintain

Summative Evaluation: Q1: On track

Q2: On Track

Goal 6: Community Engagement & Partnerships

Key Question 3: To what degree do we connect with workforce needs?

Initial Status: Maintain

Summative Evaluation: Q1: On track





Q2: On Track

Goal 7: Fiscal & Operational System

Key Question 1: To what degree do we align resources to high priority goals?

Initial Status: Minor Change

Summative Evaluation: Q1: On Track
Q2: On Track

System Response 1 Details	Reviews			
<p>System Response 1: We will align our needs assessments, goals, strategies, and budgets when creating the budget</p> <p>Evidence of Success: "100% of 2023-24 budget will be aligned to Identified Needs and 75% spent in achieving identified goals</p> <p>Staff Responsible: Principal- Ervin</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: At CG Meetings provide description of purchases and goal alignment.

Intended Audience: All Staff

Provider / Presenter / Person Responsible: Principal- B. Ervin

Date(s) / Timeframe: Quarterly- At least 1 Meeting is held to share information about purchases and receive feedback from stakeholders. Budget % check report given by secretary or Judy

Collaborating Departments: Business Dept

Delivery Method: None

Staff Responsible: Principal- B. Ervin

TEA Priorities:

Improve low-performing schools

- Targeted Support Strategy

Goal 7: Fiscal & Operational System

Key Question 2: To what degree are we fiscally and operationally efficient and transparent?

Initial Status: Minor Change

Summative Evaluation: Q1: On Track
Q2: On Track

System Response 1 Details	Reviews			
<p>System Response 1: PF and PEIMS clerk collaborate on coding in Ascender.</p> <p>Evidence of Success: To ensure accurate student coding throughout the year, on June 3, 2024, 99% of key student's records will be accurate to include to the following codes:</p> <ul style="list-style-type: none"> 504 Bilingual Program CTE Discipline Dyslexia EEA Emergent Bilingual ESL Program Gifted Program Special Education Program State Compensatory Education <p>Staff Responsible: PF - Bonnet</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		

Strategy 1: PF and Attendance Clerk will meet bi-weekly to review coding and incoming students.

Intended Audience: Students, Staff

Provider / Presenter / Person Responsible: PF - Bonnet

Date(s) / Timeframe: Bi-Weekly meetings with attendance clerk, counselor, and PF to ensure coding is correct.

Collaborating Departments: PEIMS Clerk, PF,





Delivery Method: None

Staff Responsible: PF - Bonnet

TEA Priorities:

Improve low-performing schools

- Targeted Support Strategy - Additional Targeted Support Strategy

System Response 2 Details	Reviews			
System Response 2: Use Follett database to check resources in and out. Evidence of Success: "100% of non-consumable and fixed assets will be accounted for in inventory management systems by June 3, 2024 Staff Responsible: AP - Harred	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: At BOY have teachers sign a hard copy and acknowledge the beginning of the year inventory they received.

Intended Audience: K-5 Teachers

Provider / Presenter / Person Responsible: AP - Harred

Date(s) / Timeframe: BOY - Review inventory procedures and expectations
 EOY - Check In materials

Collaborating Departments: AP, AF

Delivery Method: None

Staff Responsible: AP - Harred

TEA Priorities:

Improve low-performing schools

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

RDA System Responses

Goal	Key Question	System Response	Strategy	Description
6	1	1	1	Create a parent involvement committee and work with CIS to increase the number of community partners at each event.
7	2	2	1	At BOY have teachers sign a hard copy and acknowledge the beginning of the year inventory they received.

Targeted Support System Responses

Goal	Key Question	System Response	Strategy	Description
1	3	1	1	Students will have monthly incentives for student attendance Families that have unexcused absences will attend attendance forums for support.
2	2	1	1	Monthly PD for safety and behavior based off of data collected during fidelity walks and office referrals
3	1	1	1	- Sept. 29th- Expectations of MTSS will be rolled out to staff (time/date. resources, students) - Provide a list of approved interventions for students in Tier - Train teachers how to fill out forms in Branching Minds - PF calendars time to conduct MTSS fidelity walks - Q2- Begin MTSS fidelity checks
4	1	1	1	During Data days (9/29, 2/12 & 5/13) and Data dives, teachers will identify which students are scoring college-ready on MAP screeners and create a strategic plan using the who.
5	3	1	1	BOY/MOY/EOY- Introduce EC competencies and aligned behaviors. Discuss upcoming Competencies at CG Meetings. Monthly shoutouts.
6	1	1	1	Create a parent involvement committee and work with CIS to increase the number of community partners at each event.
7	1	1	1	At CG Meetings provide description of purchases and goal alignment.
7	2	1	1	PF and Attendance Clerk will meet bi-weekly to review coding and incoming students.
7	2	2	1	At BOY have teachers sign a hard copy and acknowledge the beginning of the year inventory they received.

Additional Targeted Support System Responses

Goal	Key Question	System Response	Strategy	Description
6	1	1	1	Create a parent involvement committee and work with CIS to increase the number of community partners at each event.
7	2	1	1	PF and Attendance Clerk will meet bi-weekly to review coding and incoming students.
7	2	2	1	At BOY have teachers sign a hard copy and acknowledge the beginning of the year inventory they received.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
K. Romo	Title I Classroom Assistant	Title I	1
M. Jarzombek	Academic Facilitator	Title I	1