

# **Ector County Independent School District**

## **Ireland Elementary**

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



# Table of Contents

Priority Problem Statements	3
Comprehensive Needs Assessment Data Documentation	4
Board Goals	6
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	6
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.	13
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.	19

# Priority Problem Statements

**Problem Statement 1:** New faculty is not aware of the tenants of the DDI process

**Root Cause 1:** Lack of specific relay or PLC training

**Problem Statement 1 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 2:** Student Access to images and ideas not in line with family and campus values

**Root Cause 2:** Lack of internet controls for student devices

**Problem Statement 2 Areas:** Technology

**Problem Statement 3:** Students displaying high achievement in reading through Istation are not making sufficient progress throughout the year

**Root Cause 3:** High achieving learners are not being targeted for extension and differentiation in the classroom

**Problem Statement 3 Areas:** Student Achievement

# 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)
- Planning and decision making committee(s) meeting data

## 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

## 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.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **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
- Equity data
- T-TESS data
- T-PESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# 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

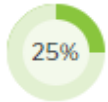
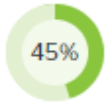


**Performance Objective 1:** The percentage of students K-5 achieving or exceeding their Math RIT goal will increase from 47.6% to 57%

**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><b>Strategy 1:</b> Consistently implement RBIS approved by district in math instruction( Savas math, IReady Math)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of K-5 students meeting math Rate of improvement goals</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers, campus administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Isation ISIP monthly growth, Students meeting MAP goals, SCAs to meets level</p> <p><b>Staff Responsible for Monitoring:</b> Team leads, classroom teachers, administrators</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</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 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> increased rigor in reading instruction, Month to month growth on ISIP</p> <p><b>Staff Responsible for Monitoring:</b> Team Leads, Classroom teachers, administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in Istation Reading Students meeting Istation monthly Goals</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, instructional coach, administrators</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 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			
<p><b>Strategy 1:</b> 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 learning objectives during weekly PLCs</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Classroom teachers will utilize Iready math to baseline, track and improve math skills.  <b>Strategy's Expected Result/Impact:</b> improved math scores for 3-5  <b>Staff Responsible for Monitoring:</b> K-3 classroom teachers, administrators</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 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> increase rigor and alignment of reading assignments and assessments show improvement month to month on ISIP</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers, administrators, team leads</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement tenants of reading workshop, independent sheltered reading time by student choice. 20 minutes daily.</p> <p><b>Strategy's Expected Result/Impact:</b> increase vocabulary, reading comprehension,</p> <p><b>Staff Responsible for Monitoring:</b> RLA teachers, administrators, instructional coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
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**Board Goal 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**

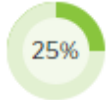





**HB3 Board Goal**

**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			
<p><b>Strategy 1:</b> Weekly lesson plans will reflect the writing process in all subjects  <b>Strategy's Expected Result/Impact:</b> Get students writing consistently  <b>Staff Responsible for Monitoring:</b> classroom teachers and instructional leadership</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement AVID WICOR writing strategies daily in all subjects  <b>Strategy's Expected Result/Impact:</b> build efficacy in students writing in low stakes writing exercises  <b>Staff Responsible for Monitoring:</b> Classroom teacher, instructional leadership</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use the Big I (lead forward) writing strategy in all subjects and grade levels as daily exit tickets in written form</p> <p><b>Strategy's Expected Result/Impact:</b> Students become comfortable writing a constructed response in class students justify an answer with two reasons why</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and instructional leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</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 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> implement DDI process through PLCs with fidelity increase meets level on MAP EOY K-2</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Team leads Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> demonstrate growth month to month on ISIP assessment increase percentage of K-2 students reading on grade level by EOY</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Team leads, administrators</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:** 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><b>Strategy 1:</b> 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><b>Staff Responsible for Monitoring:</b> Classroom teachers, administrators, instructional coach</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs</p> <p><b>Strategy's Expected Result/Impact:</b> K-2 Growth Reading MAP data BOY, MOY, EOY</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers, instructional coach, administrators</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.




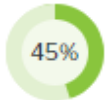




**Performance Objective 3:** 60 Percent of 3rd Grade students will show growth on their Growth MAP Reading Assessments

**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> improved rate of improvement as evidenced by monthly ISIP scores Increase reading staar data at approaches category</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers, team leads, instructional coach, administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> implement the DDI process with fidelity</p> <p><b>Staff Responsible for Monitoring:</b> K-3 classroom teachers, instructional coach, administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
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**Board Goal 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.




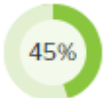




**Performance Objective 4:** 60 Percent of 3rd Grade students will perform at the Meets Level on their Reading STAAR Assessment.

**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			
<p><b>Strategy 1:</b> 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.</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> implement DDI process with fidelity, increase alignment and rigor of lessons</p> <p><b>Staff Responsible for Monitoring:</b> Team leads, administrators, 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 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

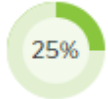
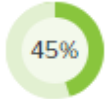


**High Priority**

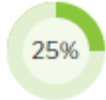





**HB3 Board Goal**

**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><b>Strategy 1:</b> Implement and account for all students working in Istation reading 90 minutes per week</p> <p><b>Strategy's Expected Result/Impact:</b> Improved decoding and comprehension</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and instructional leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement and maintain consistent phonics teaching in grades k-2 Use of Saxon phonics and spelling daily</p> <p><b>Strategy's Expected Result/Impact:</b> Increase speed and efficacy of student decoding</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and Instructional leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve reading authentically by creating life long readers</p> <p><b>Staff Responsible for Monitoring:</b> All campus staff responsible for modeling and monitoring</p> <p><b>TEA Priorities:</b> 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>				




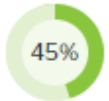


**Board Goal 3:** Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

**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><b>Strategy 1:</b> WICOR writing concepts applied across subject matter and practiced daily especially grades 3-5</p> <p><b>Strategy's Expected Result/Impact:</b> Improved writing skills as evident on STAAR constructed response data.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers directly implement through writing workshop, admin to ensure consistent application in the classroom</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement AVID note taking strategies in the classroom , 3 column, cornel and graphic notes</p> <p><b>Strategy's Expected Result/Impact:</b> Better retention and organization of materials</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers implement, admin ensures fidelity in classroom activity</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Promote organization and communication through use of daily AVID planners</p> <p><b>Strategy's Expected Result/Impact:</b> Better organization and communications with parents about current TEKS, learning objectives, and assignments or tasks due</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers check planners daily , admin spot check consistently, AVID site team visits</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</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 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><b>Strategy 1:</b> Create and consistently adhere to Threshold routines , meeting students at the door, greetings students , praise by accomplishment</p> <p><b>Strategy's Expected Result/Impact:</b> Encourage warm relationships between students and adults</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers, admin, all staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> SEL lessons implemented daily as whole school initiative</p> <p><b>Strategy's Expected Result/Impact:</b> create healthy mindsets in students and staff</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, school counselor, admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Daily announcements and weekly celebrations video</p> <p><b>Strategy's Expected Result/Impact:</b> Increase morale and create a culture of celebration and unity.</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers, Technology leader, admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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.



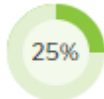



**Performance Objective 3:** Student daily attendance will increase from 91% to 95%

**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Make parents more aware and responsible for student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, admin,</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Create excitement and competition between classes to encourage attendance</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, admin, counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Create excitement and competition to encourage classes struggling with attendance numbers to strive for most improved; Increasing overall attendance</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, office staff, admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				



No Progress



Accomplished



Continue/Modify



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