

**Ector County Independent School District**  
**Barbara Jordan Elementary**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Barbara Jordan Elementary School										
		Membership				Membership				
		Campus				Campus				
Student Information		2021-2022		Percent		2022-2023		Percent		
									Difference	%
Total Students						779			100.0%	
						890			100.0%	
Students by Grade:										
Kindergarten		128		16.4%		122		13.7%	-6.00	-4.7%
Grade 1		135		17.3%		158		17.8%	23.00	17.0%
Grade 2		128		16.4%		154		17.3%	26.00	20.3%
Grade 3		151		19.4%		156		17.6%	5.00	3.3%
Grade 4		122		15.7%		171		19.3%	49.00	40.2%
Grade 5		115		14.8%		127		14.3%	12.00	10.4%
Ethnic Distribution:										
African American		30		3.9%		23		2.6%	-7.00	-23.3%
Hispanic		555		71.2%		683		76.9%	128.00	23.1%
White		165		21.2%		161		18.1%	-4.00	-2.4%
American Indian		4		0.5%		2		0.2%	-2.00	-50.0%
Asian		10		1.3%		7		0.8%	-3.00	-30.0%
Pacific Islander		2		0.3%		1		0.1%	-1.00	-50.0%
Two or More Races		13		1.7%		13		1.4%	0.00	0.0%
Sex:										

Barbara Jordan Elementary School						
Female	385	49.4%	436	49.1%	51.00	13.2%
Male	394	50.6%	454	51.1%	60.00	15.2%
Economically Disadvantaged	350	44.9%	453	50.9%	103.00	29.4%
Non-Educationally Disadvantaged	429	55.1%	437	49.1%	8.00	1.9%
Section 504 Students	1	0.1%	1	0.1%	0.00	0.0%
<b>Students by Instructional Program:</b>						
Bilingual/ESL Education	202	25.9%	266	29.9%	64.00	31.7%
Gifted and Talented Education	36	4.6%	41	4.6%	5.00	13.9%
Special Education	71	9.1%	116	13.0%	45.00	63.4%

### Demographics Strengths

Jordan has 890 students, that is a 14% increase from the 779 last year. With Betenbough continuing to build in Jordan's attendance zone, we will continue to see substantial growth. Jordan has 44 teachers and 12 support staff. The retention rate is 84%, with little teachers in the hiring pool, Jordan will need to fill classes with Instructional Facilitators.

# Student Achievement

## Student Achievement Summary

### Overall Ratings for Jordan Elementary:

#### **2018-2019: Overall Rating: C Campus**

- 3rd Reading: 87% Approaches. 3rd Math: 90% Approaches
- 4th Reading: 72% Approaches. 4th Math: 71% Approaches. 4th Writing: 65% Approaches.
- 5th Reading: 87% Approaches. 5th Math: 90% Approaches. 5th Science: 76% Approaches.

#### **2020-2021: Overall Rating: C Campus**

- 3rd Reading: 71% Approaches. 3rd Math: 64% Approaches
- 4th Reading: 60% Approaches. 4th Math: 61% Approaches.
- 5th Reading: 71% Approaches. 5th Math: 64% Approaches. 5th Science: 64%

#### **2021-2022: Overall Rating: B Campus**

- 3rd Reading: 82% Approaches. 3rd Math: 83% Approaches
- 4th Reading: 74% Approaches. 4th Math: 72% Approaches.
- 5th Reading: 78% Approaches. 5th Math: 80% Approaches. 5th Science: 65%

#### **2022-2023: Overall Rating: Awaiting Accountability Ratings**

- 3rd Reading: 83% Approaches. 3rd Math: 74% Approaches
- 4th Reading: 76% Approaches. 4th Math: 72% Approaches
- 5th Reading: 72% Approaches. 5th Math: 75% Approaches. 5th Science: 46%

## Student Achievement Strengths

1. Jordan is testing at the same rate or higher in 3rd and 4th grade reading and math, with increases in reading,
2. 77% of 3rd Grade students met growth projection in MAP Math and 58% showed growth in MAP Reading.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Lack of quality and rigorous Tier 1 instruction resulted in low student achievement in all subject areas grades K-5. **Root Cause:** Lack of lesson planning, lesson internalizing and incorporation of engaging and rigorous lessons and content knowledge to enhance student achievement.

**Problem Statement 2 (Prioritized):** PLC meetings, walkthrough trends and TTESS data show teacher inability to collect, analyze and use student data trends to plan a reteach lesson for tutoring/intervention. **Root Cause:** Lack of daily formative assessments, content knowledge and goal planning with students.

**Problem Statement 3 (Prioritized):** Only 40% of students are at grade level in reading and math in grades 3-5. **Root Cause:** Lack of quality intervention to better close learning gaps in 3rd - 5th grades.

# School Culture and Climate

## School Culture and Climate Summary

Jordan Elementary has 890 students with 38 classroom teachers, 1 Physical Education teacher and 2 Aides, 1 Music teacher and 1 Aide, 2 Special Education teachers and 3 Aides, 1 Instructional Coach, 0 Counselors, 1 SAS counselor (once a week and on call), 1 Library Specialist (Instructional Facilitator), 1 Speech teacher, 1 Dyslexia teacher. Jordan will lose 1 Bilingual Kinder Teacher and Gain 1 3rd Grade monolingual teacher 1 4th Grade bilingual teacher and 1 5th Grade monolingual teacher. Jordan has filled the two vacant counselor positions.

## School Culture and Climate Strengths

Jordan participates in all district parental involvement initiatives to include PTA, Math, Reading and Science Nights. Jordan has increased from 44% to 50% economically disadvantaged population and has completed all Title I requirements. Jordan participated in the CBS 7 Peanut butter drive, and Meals on Wheels sock drive.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

JORDAN STAFF2022-2023

Staff Retention Rate			
	087 Retention Rates	2021 - 2022	2022 - 2023
	District / Campus	[ -- ] = No Data	
	(068901) - Ector County ISD	78.53%	76.04%
	(068901129) - Barbara Jordan EL	70.21%	84.78%

Teacher Years of Experience for Barbara Jordan EL for Multiple Years				
Years of Experience by Subject	2021 - 2022		2022 - 2023	
	FTE Count	Percentage	FTE Count	Percentage
<b>Beginning Teachers</b>	4	9.20%	2	4.90%
All Core Subjects	1.6	38.8	0.9	44.1
Reading / ELA	0	0	0	0
Mathematics	0.7	16.6	0.6	30.4
Science	0.4	10.1	0.2	8.2
Social Studies	0.5	12.2	0.1	5.5
<b>1 - 5 Years Experience</b>	11	25.4	13	31.6
All Core Subjects	4.5	41.1	5.6	43.3
Reading / ELA	0	0	0	0



Teacher Years of Experience for Barbara Jordan EL for Multiple Years				
Mathematics	2.1	19	3.8	28.9
Science	0.8	6.9	1.1	8.5
Social Studies	1.7	15.1	0.8	5.9
<b>6 - 10 Years Experience</b>	7.1	16.4	8.4	20.4
All Core Subjects	5.2	73.4	5.8	69.6
Reading / ELA	0	0	0	0
Mathematics	2.1	29.8	2.2	26.8
Science	1.8	25.8	2	23.3
Social Studies	1.3	17.9	1.6	19.6
<b>11 - 20 Years Experience</b>	10	23.1	9.3	22.6
All Core Subjects	3.2	32	3.8	41.1
Reading / ELA	0	0	0	0
Mathematics	1.5	15.3	2.6	27.7
Science	1	9.8	0.7	7.8
Social Studies	0.7	6.9	0.5	5.5
<b>Over 20 Years Experience</b>	11.2	25.9	8.5	20.6
All Core Subjects	4.6	41.2	2.7	32.2
Reading / ELA	0	0	0	0
Mathematics	1.9	16.7	1.8	21.4
Science	2.1	18.7	0.5	6.4
Social Studies	0.6	5.8	0.4	4.4
<b>Total Teacher FTEs</b>	43.3	100	41.2	100

### Staff Quality, Recruitment, and Retention Strengths

42% of Jordan's teacher have over 10 years of experience in the classroom. This lends to a great support culture for building capacity with new teachers. The retention rate for

2022-2023 school year is 84%. Jordan has been able to fill the much needed positions like counselor, bilingual teachers and specialized classroom teacher.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1 (Prioritized):** Lack of quality and rigorous Tier 1 instruction resulted in low student achievement in all subject areas grades K-5. **Root Cause:** Lack of lesson planning, lesson internalizing and incorporation of engaging and rigorous lessons and content knowledge to enhance student achievement.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Barbara Jordan Elementary uses integral components of instruction, intervention and assessment to meet the educational needs of our student body. We provide an aligned instruction using the TEKS resource system in all core subjects. Students are monitored using DBA, unit assessments, Imagine Math. Instructional strategies and resources used are guided math, balanced literacy, Writers Workshop, Lonestar Math, 7 Mindsets, Sirius Reading. Tutoring is built within the school day to close the necessary gaps in struggling learners. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, Instructional Coaches, dyslexia teacher, tutors, and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gaps. COGAT, Nagliari, STAAR, DBAs, unit assessments, MAP, and TELPAS assessments allow for early identification of needs and potential targets for intervention.

## Curriculum, Instruction, and Assessment Strengths

Barbara Jordan Elementary will follow the District adopted resources and Scope and Sequence with fidelity. We will utilize district strategies such as Backwards Planning, Data Driven Instruction and consistently implement Relay practices for effective planning and delivery. All teachers will utilize district planning resources to execute rigorous lessons and student application.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** PLC meetings, walkthrough trends and TTESS data show teacher inability to collect, analyze and use student data trends to plan a reteach lesson for tutoring/intervention. **Root Cause:** Lack of daily formative assessments, content knowledge and goal planning with students.

**Problem Statement 2 (Prioritized):** Only 40% of students are at grade level in reading and math in grades 3-5. **Root Cause:** Lack of quality intervention to better close learning gaps in 3rd - 5th grades.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Jordan has re-established our PTA and work closely with them to provide attendance and achievement initiatives. Parent/Community engagement opportunities include Meet the Teacher and Parent Orientation in August, academic nights, music programs, awards assemblies every semester, book fairs, data meetings, and student presentations (career day, All About Me day, projects). Title One Program meetings include Parent Engagement and Compact meetings, where parents are asked for their feedback.

## Parent and Community Engagement Strengths

With the incoming two counselors, Jordon will be working to increase parent and community involvement through PTA and community partnerships. Jordan will continue to work to close academic gaps through parent involvement this coming year through parent outreach and support programs.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Student attendance dropped below district and state daily average. Average daily student attendance was 93% **Root Cause:** Lack of parent/guardian understanding of consequences of a student chronically being absent from school and limited importance placed on regular school attendance by parents/guardians.

**Problem Statement 2 (Prioritized):** School connectiveness dropped from 74% to 64%. **Root Cause:** High rate of change over of principals over the last 3 years.

# School Context and Organization

## School Context and Organization Summary

This year Jordan will establish Blended Learning at each grade level starting in first grade. Will increase Air Tutoring seats in 2nd - 5th grades to help close learning gaps for all students. Extra-duty tutoring secured for two master teachers to pull small groups to close student achievement gaps with Title 1 funds.

## School Context and Organization Strengths

Jordan Elementary has created a leadership council that consist of teachers, instructional coach and counselors to plan, develop and delivery best practices and ongoing progress and data. In-house professional development has been created to assist with individual needs of teachers and grade-level teams. Assistance in lesson planning, modeling, lesson internalization, desegregating data and delivery professional development will be held after school and weekdays by the leadership council to enhance teacher strengths and improve teachers weaknesses.

# Technology

## Technology Summary

1. Istations
2. ImagineMath
3. MAP Assessment
4. SCA Assessments
5. DBA Assessments
6. Air Tutoring
7. Iready Math

Each classroom has a computer and a new Promethean Board. Teachers are encouraged to use more technology in the classroom and incorporate more student interaction and talk. Once a week, a TechyTribe technology specialist comes to Jordan and works with teachers on incorporating new and innovative ways to introduce and deliver lessons. Jordan has its own TechyTribe Ambassador on campus that supports and delivers technology lessons to our teachers once a month.

## Technology Strengths

Jordan works closely with District IT department to replace Chromebooks on an annual rotation through 2nd grade. ECISD employs instructional specialists to provide ongoing training and support.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Lack of high quality technology in all classrooms. **Root Cause:** Due to class size and portable use, some classrooms are without high quality technology.

# Priority Problem Statements

**Problem Statement 1:** PLC meetings, walkthrough trends and TTESS data show teacher inability to collect, analyze and use student data trends to plan a reteach lesson for tutoring/intervention.

**Root Cause 1:** Lack of daily formative assessments, content knowledge and goal planning with students.

**Problem Statement 1 Areas:** Student Achievement - Curriculum, Instruction, and Assessment

**Problem Statement 2:** Lack of quality and rigorous Tier 1 instruction resulted in low student achievement in all subject areas grades K-5.

**Root Cause 2:** Lack of lesson planning, lesson internalizing and incorporation of engaging and rigorous lessons and content knowledge to enhance student achievement.

**Problem Statement 2 Areas:** Student Achievement - Staff Quality, Recruitment, and Retention

**Problem Statement 3:** Student attendance dropped below district and state daily average. Average daily student attendance was 93%

**Root Cause 3:** Lack of parent/guardian understanding of consequences of a student chronically being absent from school and limited importance placed on regular school attendance by parents/guardians.

**Problem Statement 3 Areas:** Parent and Community Engagement

**Problem Statement 4:** Lack of high quality technology in all classrooms.

**Root Cause 4:** Due to class size and portable use, some classrooms are without high quality technology.

**Problem Statement 4 Areas:** Technology

**Problem Statement 5:** School connectiveness dropped from 74% to 64%.

**Root Cause 5:** High rate of change over of principals over the last 3 years.

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 6:** Only 40% of students are at grade level in reading and math in grades 3-5.

**Root Cause 6:** Lack of quality intervention to better close learning gaps in 3rd - 5th grades.

**Problem Statement 6 Areas:** Student Achievement - Curriculum, Instruction, and Assessment

# 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

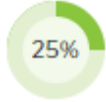





### Indicators of Success:

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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will close gaps and improve their math scores on MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. <b>Staff Responsible for Monitoring:</b> Campus administration and Instructional Coach  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1		Formative			Summative
		Oct	Jan	Mar	May
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

#### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Lack of quality and rigorous Tier 1 instruction resulted in low student achievement in all subject areas grades K-5. <b>Root Cause:</b> Lack of lesson planning, lesson internalizing and incorporation of engaging and rigorous lessons and content knowledge to enhance student achievement.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Lack of quality and rigorous Tier 1 instruction resulted in low student achievement in all subject areas grades K-5. <b>Root Cause:</b> Lack of lesson planning, lesson internalizing and incorporation of engaging and rigorous lessons and content knowledge to enhance student achievement.

**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.

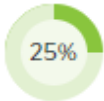



**Performance Objective 2:** The percentage of students K-5 achieving or exceeding their READING RIT goal will increase from 47% to 60%

**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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> High Yield One on One tutoring will show growth in Reading skills and comprehension. <b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Coach and Teachers  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Students will show an increase on SCAs and MAP and improve individual skills. <b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Coach, Teachers, Tutors and Aides  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	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.

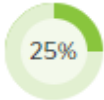

**Performance Objective 3:** By May of 2024, 50% of students will perform at the Meets level in 3rd-5th Math STAAR.

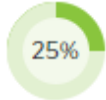







**High Priority**

**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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. <b>Staff Responsible for Monitoring:</b> Campus administration and Instructional Coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations <b>Staff Responsible for Monitoring:</b> Campus administration and Instructional Coach  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> 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 3 Details		Reviews			
<b>Strategy 3:</b> Jordan will hire certified tutors to work with grade levels 3-5 in reading and math, 3 times per week. <b>Strategy's Expected Result/Impact:</b> 50% of students will move from approaches to meets on STAAR. <b>Staff Responsible for Monitoring:</b> Campus administration, teachers and Instructional Coach  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Achievement 3 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Two certified tutors - Title One Instructional Continuity - \$27,000		Formative			Summative
		Oct	Jan	Mar	May
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 3 Problem Statements:

Student Achievement
<b>Problem Statement 3:</b> Only 40% of students are at grade level in reading and math in grades 3-5. <b>Root Cause:</b> Lack of quality intervention to better close learning gaps in 3rd - 5th grades.

<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 2:</b> Only 40% of students are at grade level in reading and math in grades 3-5. <b>Root Cause:</b> Lack of quality intervention to better close learning gaps in 3rd - 5th grades.

**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.

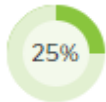

**Performance Objective 4:** By May of 2024, 50% of students will perform at the Meets level in 3rd-5th Reading STAAR.

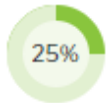



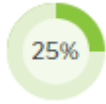
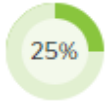
**High Priority**

**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			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> High Yield One on One tutoring will show growth in Reading skills and comprehension. <b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Coach and Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All classroom will have their technology updated, moving from Smartboards to Prometheans. <b>Strategy's Expected Result/Impact:</b> Increase in teacher/student engagement and improvement in Tier 1 instruction. <b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Coach and Teachers  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Technology 1 <b>Funding Sources:</b> - Title One School- Improvement	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Jordan will hire certified tutors to work with grade levels 3-5 in reading and math, 3 times per week. <b>Strategy's Expected Result/Impact:</b> 50% of students will move from approaches to meets on STAAR. <b>Staff Responsible for Monitoring:</b> Campus administration, teachers and Instructional Coach  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Achievement 3 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Two certified tutors - Title One Instructional Continuity - \$27,000	Formative			Summative
	Oct	Jan	Mar	May
				





No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 4 Problem Statements:

Student Achievement
<b>Problem Statement 3:</b> Only 40% of students are at grade level in reading and math in grades 3-5. <b>Root Cause:</b> Lack of quality intervention to better close learning gaps in 3rd - 5th grades.
Curriculum, Instruction, and Assessment
<b>Problem Statement 2:</b> Only 40% of students are at grade level in reading and math in grades 3-5. <b>Root Cause:</b> Lack of quality intervention to better close learning gaps in 3rd - 5th grades.
Technology
<b>Problem Statement 1:</b> Lack of high quality technology in all classrooms. <b>Root Cause:</b> Due to class size and portable use, some classrooms are without high quality technology.

**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.

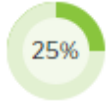





**High Priority**

**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			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  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.

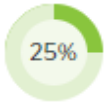

**Performance Objective 2:** 55% of 3rd grade students will perform at the Meets level on their reading STAAR assessment.







**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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations <b>Staff Responsible for Monitoring:</b> Campus administration and Instructional Coach  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> 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 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Students will show an increase on SCAs and MAP and improve individual skills. <b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Coach  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students who are struggling will participate in intervention weekly via teachers, day tutors, and FEV Tutor in order to reach grade level potential. <b>Strategy's Expected Result/Impact:</b> Student academic readiness will improve, and students will enter first grade on grade level. <b>Staff Responsible for Monitoring:</b> Teachers/ Admin  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Students will show an increase on SCAs and MAP and improve individual skills. <b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Coach  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students who are struggling will participate in intervention weekly via teachers, day tutors, and FEV Tutor in order to reach grade level potential. <b>Strategy's Expected Result/Impact:</b> Student academic readiness will improve, and students will enter first grade on grade level. <b>Staff Responsible for Monitoring:</b> Teachers/ Admin  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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			
<b>Strategy 1:</b> Teachers will receive training and expectations for AVID binder set up and organization. <b>Strategy's Expected Result/Impact:</b> Walkthroughs will move to showing more students engaged and organized. <b>Staff Responsible for Monitoring:</b> Assistant Principal and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The administration will conduct weekly walkthroughs to audit consistent binder usage. <b>Strategy's Expected Result/Impact:</b> Students will demonstrate mastery of AVID binder organizational skills and strategies. <b>Staff Responsible for Monitoring:</b> Assistant Principal and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase in school connectiveness. <b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principal  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 2	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Jordan will conduct three content nights to include Science, Reading and Math. <b>Strategy's Expected Result/Impact:</b> Increase parent engagement with campus and close the engage gaps with parents and school. <b>Staff Responsible for Monitoring:</b> Counselor, and Administration  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 2 <b>Funding Sources:</b> Supplies for content nights - Title One School-wide - \$2,000	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 2 Problem Statements:

Parent and Community Engagement
<b>Problem Statement 2:</b> School connectiveness dropped from 74% to 64%. <b>Root Cause:</b> High rate of change over of principals over the last 3 years.

**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			
<b>Strategy 1:</b> Truancy Meetings will be held every two weeks with parents/guardians of students with chronic truanancies. <b>Strategy's Expected Result/Impact:</b> Improved attendance and overall student growth. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers  <b>Title I:</b> 2.6, 4.1 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	<div><div></div>25%</div>	<div><div></div>50%</div>		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Attendance Awards and Celebrations will be done every nine weeks to promote and celebrate attendance. <b>Strategy's Expected Result/Impact:</b> Improved attendance and overall student growth. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	<div><div></div>50%</div>	<div><div></div>50%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				