Ector County Independent School District

Gale Pond Alamo Elementary

2023-2024 Campus Improvement Plan

Mission Statement

Our mission is for all stakeholders to work together to build a safe, respectful and nurturing environment focused on maximizing each child's sense of well-being and acquisition of skills for life and learning.

Vision

Alamo aspires to be the premier School of Choice in the Permian Basin that is known for providing a strong academic foundation for all students, while instilling in all students a strong sense of self and strong character.

Core Beliefs

A strong academic foundation for students is created at home and school. All stakeholders are accountable to ensure that students have the best opportunity to learn and responsible for cultivating students' love of learning. Through a strong mutual respect teachers, staff, families and students will work together to provide student with skills they need for future success.

"Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations."

- Bob Beauprez

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Comprehensive Needs Assessment

Demographics

Demographics Summary

GP Alamo STEAM Academy is a PK - 5, Title 1 campus located in Odessa, Texas. We are a 100% magnet campus with a focus in STEAM education. We followed the district calendar of 180 instructional days. We currently have an magnet hour and are one of only 4 elementary campuses that have a full time Art teacher.

As a school of choice we have high behavioral expectations as well as attendance expectations. By keeping expectations and management high, we have minimal discipline issues, with most issues being disruption in the class environment. Our average class size is small in relation to other campuses in the district and we average a 24:1 ratio. For the 2022-2023 school year our overall attendance percentage was 95% (+1.4%).

Enrollment for the 2022-2023 school year was 317 students. Currently for the 2022 school year our enrollment is at 356, which is up due to the addition of a second section of PK. Because of our magnet focus and being a School of Choice, we have very low student mobility which was at 4.7% for the 2022-2023 school year.

Our campus serves a variety of ethnicities and is a predominantly Hispanic population.

Our campus is 53% male and 47% female. Our ethnicity breakdowns is:

- African American - 2%
- Hispanic - 81%
- Multi Racial - 2%
- Caucasian - 15%

Special Populations breakdown:

- At risk - 32% (100)
- Economically Disadvantaged - 73% (232)
- LEP - 6% (19)
- Gifted and Talented - 22% (70)
- Dyslexic - 4% (13)
- Special Education - 11% (35)
- Speech - 6% (19)

In the area of Highly Mobile students we have 10 students. 5 are military connected, 3 in foster care and 2 that are classified as homeless under McKinney Vento.

Demographics Strengths

Because we are 100% magnet, our student mobility is low, and our student populations are static throughout the year. We have a solid GT population and are adding an addition 29 students to that program this school year.

Student Achievement

Student Achievement Summary

For the 2021-2022 school year we were an "A" rated campus. The Domain breakdowns are as follows:

- Student Achievement - "B" 89/100
- School Progress - "A" 94/100
- Closing the Gaps - "A" 100/100
- All Subjects Approaches - 83%
- All Subjects Meets - 60%
- All Subjects Masters - 34%

Historically we have performed very well when compared to other schools in the district and are consistently in the top 5 on any given assessment.

For 2022-2023 MAP, we closed our year with the following data:

As a campus we were in the 70th %tile for growth and 71st %tile for student achievement, with 67% of all tested students meeting or exceeding their growth projection in math and 56% in reading. Our campus breakdown is as follows:

- Kinder
  - 64th percentile in Growth
  - 69th percentile in Student Achievement
  - 72% of students met their growth projection in math, and 63% in reading
- 1st
  - 64th percentile in Growth
  - 52th percentile in Student Achievement
  - 52% of students met their growth projection in math, and 40% in reading
- 2nd
  - 79th percentile in Growth
  - 78th percentile in Student Achievement
  - 77% of students met their growth projection in math, and 59% in reading
- 3rd
  - 74th percentile in Growth
  - 61th percentile in Student Achievement
  - 75% of students met their growth projection in math, and 61% in reading
- 4th
  - 67th percentile in Growth
  - 75th percentile in Student Achievement
  - 67% of students met their growth projection in math, and 48% in reading
- 5th
  - 72th percentile in Growth
  - 71th percentile in Student Achievement
  - 63% of students met their growth projection in math, and 67% in reading

On Istation, 61% of our students PK-5th are performing on or above grade level. (Tier 3, 4, 5) The Grade level breakdown is:

- PK - 51%
- Kinder - 64%
- 1st - 46%
- 2nd - 68%
- 3rd - 51%
- 4th - 69%
- 5th - 69%

Early Projections for STAAR 2023 show the following information:

- 3rd Grade
  - Average % score
    - Math - 50%
    - Reading 51%
- 4th Grade
  - Average % score
    - Math - 69%
    - Reading - 60%
- 5th Grade
  - Average % score
    - Math - 67%
    - Reading - 64%
    - Science - 60%

Reporting Category Breakdown is:

Reading:

- Reading - 65% Campus (62/64/69)
- Writing - 52% Campus (41/55/60)

Math:

- Numerical Representations - 65% (52/74/70)
- Computation and Algebraic Relationships - 59% (43/66/69)
- Geometry and Measurement - 57% (47/63/61)
- Data Analysis - 72% (66/83/66)

Student Achievement Strengths

As a campus we are good a utilizing data from various assessments in order to drive our instruction to fill learning gaps for students. In most grade levels on campus, students show

high levels of achievement and growth.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): This year on Istation our overall yearly growth was much lower than anticipated. We started the year with 58% of our students on Level 3 our higher and ended at 61%.   **Root Cause:** There is not evidence to ensure that teachers were able to effectively break down the data that Istation provides to ensure how to structure instruction to improve student performance.

Problem Statement 2 (Prioritized): Across the board, scores in 1st and 3rd grade were lower than the rest of the campus on most benchmark assessments (BOY MAP, EOY MAP, IStation, STAAR).   **Root Cause:** Classroom management and expectations are not high enough to ensure that students are provided with a strong learning environment and held accountable for their learning.

Problem Statement 3 (Prioritized): 48% of our 1st grade students were found to be at risk for dyslexia after taking MAP.   **Root Cause:** Classroom management has impacted foundational reading instruction and high expectations for testing are not maintained by the teachers.

School Culture and Climate

School Culture and Climate Summary

In relation to other campuses in ECISD Alamo is very small in both student population and staff. This attributes to a "family feel" and provides both the staff and the students the opportunity to get to know each other on a personal level not only with their respective grade levels, but also across the campus.

In regards to school culture and climate our campus has reviewed our most recent Panorama data and compared it to the previous survey data. The breakdown of that data is as follows:

Student School Connectedness Survey (137 students, 3-5):

Connectedness Indicator	Fall 2022	Spring 2023	District
Overall Connectedness	78%	75%	66%
Engagement (investment in class)	77%	73%	63%
Rigorous Expectations (high expectations)	87%	84%	82%
School Climate (Perceptions of social and learning climate of school)	69%	70%	81%
School Safety (physical and psychological safety at school)	70%	70%	56%
Sense of Belonging (Do students feel that they are a valued member of the community?)	76%	77%	65%

Take aways from this survey would be that 84% of students state that the overall energy of the school is positive, 91% indicated that they feel supported by the adults here at school and 95% indicate that their teachers encourage them to do their best.

On the Social Emotional Learning Survey that was administered to the same group of students, 94% of the students indicated that there is a teacher or other adult from school that they can count on no matter what.

In regards of our staff being surveyed about the school culture and climate, they were also give the Panorama survey. The results of that survey are as follows:

Culture Indicator	Spring 2023	District
Belonging (Feel the are valued members of the community)	90%	69%
Cultural Awareness (Addressing areas of race, ethnicity, and culture)	41%	45%
Professional Learning (Quality of professional growth and opportunities available)	80%	59%

Culture Indicator	Spring 2023	District
Feedback and Coaching (Perceptions of feedback received)	84%	59%
School Climate (Perceptions of overall social and learning climate)	96%	61%
School Leadership (Perceptions of leadership's effectiveness)	94%	61%
Well Being (Perceptions about their own well being)	74%	59%

School Culture and Climate Strengths

Alamo excels at providing an environment where both students, staff and teachers feel like they belong. Both the students and our staff share a mutual respect for each other and that shows in the way that they communicate with each other and work together. We do well at providing an environment where students feel like they belong and are welcome and teachers feel appreciated.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: As a campus we can do a better job of engaging families in school events and activities.   **Root Cause:** The effects of COVID are still being felt in the area of family engagement as well as the impacts that school safety has had.

Problem Statement 2 (Prioritized): Of those surveyed 24% of our students do not feel like they belong to our campus. Students feeling a sense of belonging greatly impacts all areas of the campus.   **Root Cause:** Some students are overlooked because they are "well behaved" or because they are "quiet".

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2023-2024 school year we will have 15 classroom teachers. This is up one FTE and one aide from the 2022-2023 school year. 11 of our classroom teachers are certified, 2 are on a waiver through District of Innovation and working on their certification through a certification program, and 2 are Instructional Facilitators and are working towards obtaining their bachelors degree so that they can begin working on their certification. Our classroom teacher years of service breakdown is:

- Beginning - 6%
- 1-5 years - 35%
- 6-10 years - 20%
- 11-20 years - 26%
- + 20 years - 12%

We have 8 teachers who have received a TIA designation; 2 at the Recognized level, 4 at the Exemplary level and 2 at the Masters level.

For all other certified positions (Administration, PE, Library, Music, Art and Dyslexia) our teachers have a combined 114 years of experience.

Our teacher retention rate from 2022 is 93%.

Staff Quality, Recruitment, and Retention Strengths

Alamo is blessed with a strong group of dedicated educators who work well together as a team. Our teacher retention is also very high which helps us to build a strong academic foundation for students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our teachers are expected to attend all district created PD as well as to utilize district initiatives for learning: Frameworks, HMH, Saavas, Istation, and Lonestar. We facilitate weekly PLCs where we review data, discuss district initiatives and provide additional support. Our campus follows the district testing calendar as laid out by the district and we fully participate in all short cycle assessments and district / state tests.

Our campus has an instructional coach who works closely with the administrative team to provide support for teachers that are in need in areas deemed priority by the administrative team.

Over the last two years our campus has also participated in High Impact virtual tutoring through FEV. Through a deep evaluation of assessment scores and knowledge of students, we created groups of students in grades 3-5 that would benefit and see the most impact from this resource to insure that we were leveraging this opportunity for the kids that would benefit the most.

Our campus also supplements instruction with AR reading which is purchased by the campus as well as Forde and Ferrier Workbooks and Countdown to STAAR in the areas of Reading, Math, and Science to provide a rigorous review in the Spring.

Curriculum, Instruction, and Assessment Strengths

Because our teacher retention is high, our teachers have a strong knowledge of the TEKS and the curriculum that is used by the district. Our teachers are able to effectively use a wide variety of data points to drive instruction and to ensure that the needs of all students are being address.

As a campus we have found strong resources that we can use to supplement instruction and provide both intervention and review for students depending on their needs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our teachers are burned out and overwhelmed with the amount of content and knowledge they need in order to effectively deliver instruction. This includes the amount of time required to fulfill the districts frameworks for ELAR and Math, as well as the amount of time they spend preparing for, administering, and disaggregating data for all of the tests that are given in a school year.   **Root Cause:** Teachers are not given enough time to plan and prepare, as well as receive necessary training at the beginning of the year.

Problem Statement 2: Each year our campus uses a set of ancillary materials that we use to support our instruction with the district provided curriculum and resources. In years past, we have paid for these resources with Title 1 funds, however this year we do not have any extra money to purchase these resources.   **Root Cause:** All of our Title 1 monies are spent to pay the salary of our Instructional Coach.

Parent and Community Engagement

Parent and Community Engagement Summary

As a magnet campus we strive to ensure that parents are positively involved with their student's education. The majority of our parents are connected on Class Dojo. Many of them are active in both the school story and their respective class stories. Parents are welcome to reach out to the campus or the teachers to schedule meetings as needs arise and the campus strives to contact back within 24 hours.

Our campus strives to hold a flexible number of meetings in which all parents of participating students are invited. The meetings will be held in a variety of manners such as, but not limited to: Parent / Teacher Conferences, School Report Card Review, Parent Orientations / Meet the Teacher / Open house, Music Programs and performances.

Parent will be provided with timely information about events happening on campus through email, school planners / binders, Tuesday folders, the campus website, Facebook, Class Dojo, phone calls (as needed), the school marquee and School Status.

Through Fall and Spring parent / teacher conferences, parents will be provided with the school performance profiles and assistance with interpreting their child's individual assessment results.

The campus will also work to engage families in various things that they can volunteer for or contribute to. A few of those are: Stock the Fridge, Teacher Appreciation week, Valentine Grams, Halloween, Class Parties, and Spirit Day.

Parent and Community Engagement Strengths

We have several parents that are very active within the campus and are eager to help out and participate in anything that we do as a campus. A large number of our parents are very active within the campus and on Class Dojo.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: As a campus we do not provide parents with opportunities to volunteer on campus. **Root Cause:** For many years we have not had a PTA or other way to engage families.

School Context and Organization

School Context and Organization Summary

GP Alamo is a School of Choice within the ECISD system. We are full magnet and all students enter through a lottery process.

For the 2023-2024 school year our leadership team will consist of a Principal, Admin Intern (AP), Instructional Coach, and Counselor. Key decisions for the campus are made through this team with the Principal of the campus having the final say in all decisions.

There are currently 40 people on the Alamo staff. This includes all certified staff, instructional aides, cafeteria workers and custodial staff. There are 15 classrooms, with two sections of each grade level except 5th which has 3.

For the 2023-2024 school year all grade levels from 1st - 5th will be departmentalized. This will allow our teachers to focus on one subject that is a strength for them. This also facilitates knowledge of students across the grade level and campus. Our master schedule will allow for these rotations and will allow core teachers to meet the time requirements of the district's frameworks. Teachers are expected to attend weekly PLCs with campus administration to discuss students, data and other issues as they arise. Teachers have daily planning / conference periods.

We currently have a Campus Improvement Team that is comprised of a lead teacher in each grade level as well as representation from Special Areas staff. This team makes decisions regarding the overarching campus including theme, spirit shirts, areas of need, budget spending, and deciding on a Teacher of the Year Nominee.

On staff we have 15 classroom teachers. Of those that are not fully certified (4) we assign them mentor teachers on our campus that they work with on a regular basis to help with curriculum preparation, as well as addressing questions they have. Our Instructional Coach also works closely with a priority list of teachers to address a variety of needs as determined by campus administration.

For the 2023-2024 school year we will have a full time counselor on staff. She will be a part of the special area rotation and provide character education lessons to students once a week. She will also help us to facilitate Student of the Month events, as well and a Junior VIP program. In her off periods she will provide one on one or small group counseling to students as needed.

Our campus was built in 1948 and while it is an older campus we pride ourselves on how well it is holding up. Visitors talk about the cleanliness of the building and how it has a peaceful feel. Our campus provides a safe learning environment for our students. At this time there are issues with our playground that allow access to anyone and the district is working to address those issues and to close off our perimeter.

In additional to general education, our campus provides services to Special Education, Dyslexia, Speech, and Gift and Talented. At this time our students receive speech services through an online program called Eluma. Both our Special Education and Dyslexia teachers are housed on campus and GT is served by a GT specialist that is provided by the district.

Our campus has a magnet hour with allows us an additional hour of instruction each day. We use this hour for a variety of things including Social Emotional Learning, enrichment, intervention, and STEAM activities.

School Context and Organization Strengths

At Alamo we have an extra hour each day which provides us with more opportunity to meet as a team and to meet the needs of our students. We have a strong PLC each week in which teachers are able to collaboration with their grade level and review students performance, etc. We have good communication tools that we use to communicate effectively with parents, teachers and staff.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Each grade level only has two team members which makes things like planning and collaboration difficult.   **Root Cause:** Over the years staffing has consistently been cut due to low recruitment numbers.

Problem Statement 2: On the most recent Panorama survey only 74% of students surveyed stated that they feel like they belong at Alamo.   **Root Cause:** We need to find more ways to engage students in the campus as a whole to increase their ownership and buy in.

Technology

Technology Summary

Due to investments by the district, our campus has been one to one for student devices since COVID.

During the 2022-2023 school year our teacher computers were converted to docking stations and all teacher PCs were removed from the campus. All teachers have access to a district provided laptop.

Our teachers have gained knowledge in ways to effectively use technology in their instruction since COVID. The majority of our teachers feel comfortable with the learning management platforms that we have (Schoology / Seesaw), and they are able to effectively use the different learning platforms provided by the district. (Istation, Epic, etc.)

Our classrooms are currently equipped with Smart Boards and projectors which are outdated and do not always function properly. Our campus has been evaluated to receive Promethean Boards during the upcoming school year.

Technology Strengths

Both our teachers and students are able to use technology efficiently and effectively. Students have access to devices and teachers are able to use technology to enhance learning and the learning environment.

Problem Statements Identifying Technology Needs

Problem Statement 1: Our classrooms only have projectors and Smart Boards. This technology is outdated and can be problematic when trying to use it to teach.   **Root Cause:** Despite being an A rated campus, we are last on the list to receive Promethean Boards that are being provided by the district. This technology could enhance our success and bring our learning environments to the next level.

Priority Problem Statements

Problem Statement 1: 48% of our 1st grade students were found to be at risk for dyslexia after taking MAP.

Root Cause 1: Classroom management has impacted foundational reading instruction and high expectations for testing are not maintained by the teachers.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Across the board, scores in 1st and 3rd grade were lower than the rest of the campus on most benchmark assessments (BOY MAP, EOY MAP, IStation, STAAR).

Root Cause 2: Classroom management and expectations are not high enough to ensure that students are provided with a strong learning environment and held accountable for their learning.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: This year on Istation our overall yearly growth was much lower than anticipated. We started the year with 58% of our students on Level 3 our higher and ended at 61%.

Root Cause 3: There is not evidence to ensure that teachers were able to effectively break down the data that Istation provides to ensure how to structure instruction to improve student performance.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Of those surveyed 24% of our students do not feel like they belong to our campus. Students feeling a sense of belonging greatly impacts all areas of the campus.

Root Cause 4: Some students are overlooked because they are "well behaved" or because they are "quiet".

Problem Statement 4 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- 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.
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent 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
- Capacity and resources data
- Budgets/entitlements and expenditures data

Board Goals

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

Performance Objective 1: By the end of the 2023-2024 school year, the percentage of our students tested on MAP who meet or exceed their yearly growth projection in math will grow from 68% to 75%.

High Priority

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

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

Strategy 1 Details	Reviews			
Strategy 1: We will monitor data weekly during Professional Learning Communities. Data to include short cycle assessments, district benchmarks, and MAP data.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Evaluation of data creates a solid model for backward planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 **Funding Sources:** - Title One School-wide - $80,000				

Strategy 2 Details	Reviews			
Strategy 2: Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Results Driven Accountability**				

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Across the board, scores in 1st and 3rd grade were lower than the rest of the campus on most benchmark assessments (BOY MAP, EOY MAP, IStation, STAAR).   **Root Cause**: Classroom management and expectations are not high enough to ensure that students are provided with a strong learning environment and held accountable for their learning.

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

Performance Objective 2: By the end of the 2023-2024 school year, the percentage of our students tested on MAP who meet or exceed their yearly growth projection in math will grow from 56% to 65%.

High Priority

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

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

Strategy 1 Details		Reviews			
Strategy 1: We will monitor data weekly during Professional Learning Communities. Data to include Istation monthly progress monitoring, short cycle assessments, district benchmarks, and MAP data.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Evaluation of data creates a solid model for backward planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Student Achievement 1, 2, 3 **Funding Sources:** Instructional Coach - Title One School-wide - $80,000, Dyslexia Specialist - State Comp Ed - $80,000					

Strategy 2 Details	Reviews			
Strategy 2: Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers, FEV **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - **Additional Targeted Support Strategy - Results Driven Accountability**	**Oct**	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: This year on Istation our overall yearly growth was much lower than anticipated. We started the year with 58% of our students on Level 3 our higher and ended at 61%.   **Root Cause**: There is not evidence to ensure that teachers were able to effectively break down the data that Istation provides to ensure how to structure instruction to improve student performance.
Problem Statement 2: Across the board, scores in 1st and 3rd grade were lower than the rest of the campus on most benchmark assessments (BOY MAP, EOY MAP, IStation, STAAR).   **Root Cause**: Classroom management and expectations are not high enough to ensure that students are provided with a strong learning environment and held accountable for their learning.
Problem Statement 3: 48% of our 1st grade students were found to be at risk for dyslexia after taking MAP.   **Root Cause**: Classroom management has impacted foundational reading instruction and high expectations for testing are not maintained by the teachers.

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

Performance Objective 3: By the end of the 2023-2024 school year, our meets percentage in STAAR Math will increase from 60% to 65%.

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

Evaluation Data Sources: STAAR Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** - **Results Driven Accountability**				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

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

Performance Objective 4: By the end of the 2023-2024 school year, our meets percentage in STAAR Reading will increase from 61% to 65%.

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

Evaluation Data Sources: STAAR Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy - Results Driven Accountability**				
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: By the end of the 2023-2024 school year, the number of students testing at or above grade level on their end of the year Istation assessment will go from 60% to 70%.

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Monthly monitoring and dis-aggregation of Istation assessments.

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

Strategy 2 Details	Reviews			
Strategy 2: The campus will provide Istation training to the teachers to help them better understand the resource and the tools available.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers can dig into Istation at a deeper level and understand how to run				

reports and evaluate and use data to improve the scores of students.

Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality
Instructional Materials and Assessments, Lever 5: Effective Instruction

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: K-2 teachers will use Saxon phonics daily to address foundational skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will provide high quality instruction to address foundational skills. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 1, 3	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: We will monitor data weekly during Professional Learning Communities. Data to include short cycle assessments, district benchmarks, and MAP data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Evaluation of data creates a solid model for backward planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Results Driven Accountability**	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: This year on Istation our overall yearly growth was much lower than anticipated. We started the year with 58% of our students on Level 3 our higher and ended at 61%. **Root Cause**: There is not evidence to ensure that teachers were able to effectively break down the data that Istation provides to ensure how to structure instruction to improve student performance.

Problem Statement 3: 48% of our 1st grade students were found to be at risk for dyslexia after taking MAP. **Root Cause**: Classroom management has impacted foundational reading instruction and high expectations for testing are not maintained by the teachers.

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

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

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

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

Strategy 1 Details	Reviews			
Strategy 1: We will monitor data weekly during Professional Learning Communities. Data to include short cycle assessments, district benchmarks, and MAP data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Evaluation of data creates a solid model for backward planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Student Achievement 2				

Strategy 2 Details	Reviews			
Strategy 2: Based on evaluation of need, students in 3rd grade will be enrolled in high impact tutoring with FEV tutoring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers, FEV **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 2	**Oct**	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Across the board, scores in 1st and 3rd grade were lower than the rest of the campus on most benchmark assessments (BOY MAP, EOY MAP, IStation, STAAR).   **Root Cause**: Classroom management and expectations are not high enough to ensure that students are provided with a strong learning environment and held accountable for their learning.

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: By the end of the 2023-2024 school year, the percentage of our 3rd grade students tested STAAR score meets on their STAAR reading test will grow from 46% to 55%.

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

Evaluation Data Sources: STAAR Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Based on evaluation of need, students in grades 3 will be enrolled in high impact tutoring with FEV tutoring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 2				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Across the board, scores in 1st and 3rd grade were lower than the rest of the campus on most benchmark assessments (BOY MAP, EOY MAP, IStation, STAAR).   **Root Cause**: Classroom management and expectations are not high enough to ensure that students are provided with a strong learning environment and held accountable for their learning.

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

Performance Objective 1: By the end of the year, our School Connectedness indicator as assessed by the student survey in Panorama will increase from 75% to 80%.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details		Reviews			
Strategy 1: The campus will implement the 7 mindsets curriculum with fidelity.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have a better understanding of connectedness.		Oct	Jan	Mar	May
Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, Counselor					

Title I:
2.5, 2.6, 4.1
  - ESF Levers:
Lever 3: Positive School Culture
  - Results Driven Accountability
Problem Statements: School Culture and Climate 2					

Strategy 2 Details		Reviews			
Strategy 2: Our school counselor will meet with all classes weekly and provide character ed lessons that are integrated into the 7 mindsets curriculum.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will be able to develop a deeper understanding of connectedness and develop themselves as individuals. **Staff Responsible for Monitoring:** Admin, Counselor					

Title I:
2.5, 2.6
  - ESF Levers:
Lever 3: Positive School Culture
  - Results Driven Accountability
Problem Statements: School Culture and Climate 2					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Of those surveyed 24% of our students do not feel like they belong to our campus. Students feeling a sense of belonging greatly impacts all areas of the campus.   **Root Cause**: Some students are overlooked because they are "well behaved" or because they are "quiet".

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

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

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: We will establish a student of the month program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will understand develop an understanding of character and strive to exhibit high levels of morale and character.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, Counselor, Teachers				
Title I: 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture - **Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Our campus will establish a junior VIP program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will seek to excel in behavior to be able to participate in the junior VIP program.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, Counselor, Teachers				
Title I: 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture - **Results Driven Accountability**				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 3: By the end of the year 100% of our 3rd - 5th grade students will use AVID planners to support organization and learning engagement.

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

Evaluation Data Sources: Professional Learning Communities, AVID Self Assessments

Strategy 1 Details	Reviews			
Strategy 1: Our Assistant Principal will attend monthly AVID meetings and will present relevant information to our staff in professional learning communities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will increase the level or rigor of their questioning and lessons. **Staff Responsible for Monitoring:** Admin, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Our campus will provide AVID planners to all 3rd - 5th students and will discuss implementation with teachers during PLCs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will learn about the AVID program and the various pillars of AVID. **Staff Responsible for Monitoring:** Admin, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
0% No Progress 100% 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 4: By the end of the 2023-2024 school year our campus attendance percentage will increase from 95% to 97%.

High Priority

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

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Our campus will establish attendance incentive opportunities for students centered around the half days.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will attend school on the half days.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, Attendance Clerk **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Our campus will have parents sign the magnet contract that addresses magnet attendance and provide regular attendance notifications throughout the year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents and students will be aware of the attendance expectations.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, Attendance Clerk, Teachers **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

RDA Strategies

Board Goal	Objective	Strategy	Description
1	1	2	Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.
1	2	1	We will monitor data weekly during Professional Learning Communities. Data to include Istation monthly progress monitoring, short cycle assessments, district benchmarks, and MAP data.
1	2	2	Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.
1	3	1	Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.
1	4	1	Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.
2	2	1	K-2 teachers will use Saxon phonics daily to address foundational skills.
2	2	2	We will monitor data weekly during Professional Learning Communities. Data to include short cycle assessments, district benchmarks, and MAP data.
2	3	1	We will monitor data weekly during Professional Learning Communities. Data to include short cycle assessments, district benchmarks, and MAP data.
2	3	2	Based on evaluation of need, students in 3rd grade will be enrolled in high impact tutoring with FEV tutoring.
2	4	1	Based on evaluation of need, students in grades 3 will be enrolled in high impact tutoring with FEV tutoring.
3	1	1	The campus will implement the 7 mindsets curriculum with fidelity.
3	1	2	Our school counselor will meet with all classes weekly and provide character ed lessons that are integrated into the 7 mindsets curriculum.
3	2	1	We will establish a student of the month program.
3	2	2	Our campus will establish a junior VIP program.
3	4	1	Our campus will establish attendance incentive opportunities for students centered around the half days.
3	4	2	Our campus will have parents sign the magnet contract that addresses magnet attendance and provide regular attendance notifications throughout the year.

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	3	1	Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.
1	4	1	Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.
2	4	1	Based on evaluation of need, students in grades 3 will be enrolled in high impact tutoring with FEV tutoring.

Additional Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	2	2	Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring.

Campus Funding Summary

State Comp Ed					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Dyslexia Specialist		$80,000.00
				Sub-Total	$80,000.00
Title One School-wide					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$80,000.00
1	2	1	Instructional Coach		$80,000.00
				Sub-Total	$160,000.00