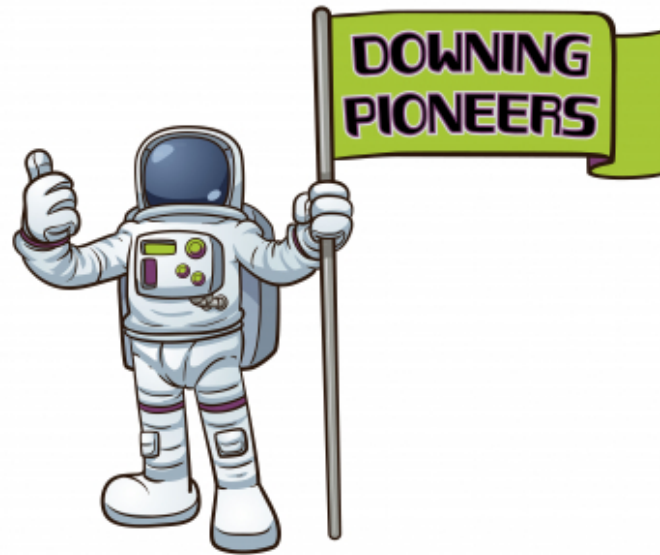# Ector County Independent School District

Edward K. Downing Elementary

2023-2024 Improvement Plan

Accountability Rating: Not Rated

Mission Statement

Our mission at EKD is to work together to build a safe, respectful and nurturing environment focused on maximizing each child's sense of wellbeing and acquisition of new academic skills.

Vision

Our vision at EKD is to help develop the leaders of tomorrow. Provide academic excellence, and prepare our students for post-secondary education. We will accomplish this by using innovative ideas, technology, and a rigorous academic environment in which each student will reach their maximum potential as our journey starts today.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

 EK Downing Elementary is a Title One campus with approximate 800 students with the following demographics:

- 519 (67%) students listed as AT-RISK
- 694 (84.94%) students listed as Economically Disadvantaged
- 364 (44.5%) students listed as LEP
- 136 (17.44%) Mobility rate
- 94 (11.5%) Students in SPED program
- 64 (11.2%) students listed as GT
- 41 (5.5%) White students
- 702 (93.7%) Hispanic students

Summary of Economically Disadvantaged:

517 students out of 708 total students were identified as Economical Disadvantaged an 84.94% of the total campus population. The data shows the increase numbers from 2019 up to the 2023 school year.

(068901131) - Edward K Downing EL	517	708	73.02%	529	749	70.63%	539	798	67.54%	520	833	62.43%	694	817	84.94%

Summary of LEP (EB) students:

364 students out of a total of 817 were identified as Limited English Proficient, showing an increase of almost 100 students from 2019 to 2023. Students in the Bilingual Education program are supported in a Dual Language One-Way program.

068901131 - Edward K Downing EL	294	708	41.5254	310	749	41.3885	332	798	41.604	371	833	44.5378	364	817	44.5532

Summary of Special Education students:

94 students out of a total of 817 are receiving Special Education services, showing an increase of 40 students from 2019 to 2023. Students in the Special Education program are in compliance with their IEPs and IAPs.

068901131 - Edward K Downing EL	56	708	7.9096	84	749	11.215	94	798	11.7794	95	833	11.4046	94	817	11.5055

Total Enrollment

- Total Membership 812

- Kindergarten 119
- 1 Grade 118
- Grade 2 127
- Grade 3 163
- Grade 4 148
- Grade 5 145

Staff Demographics:

Total Staff

- Teachers 42.1
- Professional Support 2.0
- Campus Administration 3.0
- Educational Aides 7.0
- Beginning Teachers 14.8
- 1-5 Years Experience 16.1
- 6-10 Years Experience 5.9
- 11-20 Years Experience 10.8
- Over 20 Years Experience 6.9

Average class size is about 25 students

Demographics Strengths

45% of students are in the Dual Language One-Way Program

94 students in the Special Education program are receiving services and their IEPs and IAPs are being followed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): MAP growth and achievement percentage for all students at EOY was 15%   **Root Cause:** Planning and delivery of lessons was not scheduled or lesson plans checked by administration

Problem Statement 2 (Prioritized): Student Connectedness indicator on Panorama Survey shows a 71% campus total.   **Root Cause:** Social Emotional Learning lessons were not done with fidelity

Problem Statement 3 (Prioritized): Lack of Parent and Community engagement   **Root Cause:** Inconsistent parent communication & outreach from all staff members

Problem Statement 4 (Prioritized): 67% of students are At-Risk of student growth in Math and Reading STAAR test in third grade.   **Root Cause:** Staff instructional professional

development was minimal at the campus level

Student Achievement

Student Achievement Summary

3-5 All Subj Eng & Span STAAR 2021 Domain 1	Summarized Results				Domain 1							
	Total Students	Approaches	Meets	Masters								
District	6788	51.96%	24.29%	11.04%	29%							
DOWNING ELEMENTARY SCHOOL	391	47.05%	17.97%	7.34%	24%							
3-5 Reading STAAR 2021 Eng & Span	Summarized Results				Domain 1							
	Total Students	Approaches	Meets	Masters								
ECISD	6751	54.10%	26.53%	13.38%	31%							
DOWNING ELEMENTARY SCHOOL	389	48.33%	19.28%	10.28%	26%							
3-5 Math STAAR 2021 Eng & Span	Summarized Results				Domain 1							
	Total Students	Approaches	Meets	Masters								
ECISD	6750	54.76%	26.58%	12.50%	31%							
DOWNING ELEMENTARY SCHOOL	389	53.73%	23.14%	8.48%	28%							
	Writing				Domain 1	Science				Domain 1		
	Total Students	Approaches	Meets	Masters		Total Students	Approaches	Meets	Masters			
All Students	2158	40.59%	16.17%	3.38%	20%	48.15%	18.58%	7.06%	4451	148375%		
DOWNING ELEMENTARY SCHOOL	135	28.89%	7.41%	0%	12%	122	41.80%	9.02%	2.46%	18%		
STAAR 2021 3rd Eng & Span	Mathematics				Reading/ELA				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
All Students	2282	51.75%	20.82%	7.89%	2282	55.26%	25.24%	11.79%	2295	53.51%	23.03%	9.84%

3-5 All Subj Eng & Span STAAR 2021 Domain 1	Summarized Results				Domain 1								
	Total Students	Approaches	Meets	Masters									
DOWNING ELEMENTARY SCHOOL	133	52.63%	20.30%	7.52%	133	51.88%	16.54%	8.27%	133	52.26%	18.42%	7.89%	2

	Mathematics				Reading/ELA				Writing				S
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	T S
All Students	2168	50.23%	24.17%	11.72%	2169	46.66%	22.22%	8.67%	2158	40.59%	16.17%	3.38%	2
DOWNING ELEMENTARY SCHOOL	135	44.44%	21.48%	6.67%	135	40.74%	14.81%	4.44%	135	28.89%	7.41%	0%	1

5th STAAR 2021 Eng & Span	Mathematics				Reading/ELA				Science				S
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	T S
All Students	2300	62%	34.57%	17.83%	2300	59.96%	31.87%	19.39%	2293	48.15%	18.58%	7.06%	2
DOWNING ELEMENTARY SCHOOL	121	65.29%	28.10%	11.57%	121	52.89%	27.27%	19.01%	122	41.80%	9.02%	2.46%	1

MAP data:

 https://teach.mapnwea.org/report/download/rpt/124644805

Student Achievement Strengths

Approaches and Meets percentage has increased which means the level of instruction has increased in the classroom.

Math MAP: grade levels 1st, 3rd, 4th and 5th met/exceeded growth is the areas of MATH.

Reading MAP: grade levels 1st, 3rd, 4th, and 5th met/exceeded growth is the area of Reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): MAP growth and achievement percentage for all students at EOY was 15%   **Root Cause:** Planning and delivery of lessons was not scheduled

or lesson plans checked by administration

Problem Statement 2 (Prioritized): 67% of students are At-Risk of student growth in Math and Reading STAAR test in third grade.   **Root Cause:** Staff instructional professional development was minimal at the campus level

Problem Statement 3 (Prioritized): Student Connectedness indicator on Panorama Survey shows a 71% campus total.   **Root Cause:** Social Emotional Learning lessons were not done with fidelity

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Problem Statement 6 (Prioritized): Delivery and planning of instruction did not follow the district's curriculum framework   **Root Cause:** No systematic coaching feedback cycle

Problem Statement 7 (Prioritized): Lack of Parent and Community engagement   **Root Cause:** Inconsistent parent communication & outreach from all staff members

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Problem Statement 9 (Prioritized): Lesson plans did not incorporate technology for students   **Root Cause:** Teachers had minimal professional development in technological platforms

School Culture and Climate

School Culture and Climate Summary

Based on Panorama Survey 2021

Student SEL & Well-Being

Supportive Relationships-85%

Soclal Awareness 65 %

Self Management 63%

Self-Efficacy -55%

Student Supports + Environment

Rigorous Expectations 79%

Connectedness indicator 71%

School Climate 71%

Sense of Bleonging 69%

Engagement 65 %

Adult SEL & Well-Being

Belonging 74%

Well Being 74%

Cultural Wareness and Action - 61%

Teaching Efficacy 76%

Belonging 66%

Faculty Growth Mindset 63%

Cultural Awareness and action - 48%

Staff Supports & Environment

Staff-Leadership Relationsips 90%

Professional Learning 84%

School Climate 81%

School Leadership 80%

Feedback and Coaching 68%

Staff-Family Relationships 64%

Professional Learning - 53%

Feedback and Coaching 49%

School Culture and Climate Strengths

Student:

Supportive Relationships -85%

School Climate 71%

Staff:

Staff Leardership Relationships - 90%

Belonging 74%

Well Being 74%

Teaching Efficacy-76%

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Student Connectedness indicator on Panorama Survey shows a 71% campus total. **Root Cause:** Social Emotional Learning lessons were not done with fidelity

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Years of Experience for Edward K Downing EL for Multiple Years										
County-District Number: 068901 District Name: ECTOR COUNTY ISD										
Teacher Years of Experience for Edward K Downing EL for Multiple Years										
Years of Experience by Subject	2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percent
Beginning Teachers	3.2	7.7%	2	4.9%	9.1	23.5%	9	23.6%	14.8	35.6%
All Core Subjects	2.9	92.4%	1.8	88.7%	7.4	80.9%	8.4	93.0%	13.8	93.7%
Reading / ELA	1.3	40.5%	0.8	38.4%	3.2	35.2%	3.6	39.6%	6	40.4%
Mathematics	0.8	25.9%	0.5	22.7%	2.4	25.9%	2.5	27.3%	3.6	24.1%
Science	0.4	13.0%	0.3	13.8%	0.8	9.1%	1.2	13.0%	2.2	15.1%
Social Studies	0.4	13.0%	0.3	13.8%	1	10.7%	1.2	13.1%	2.1	14.2%
1 - 5 Years Experience	25.1	60.0%	20.1	49.0%	14	36.2%	12.1	31.8%	4.1	9.9%
All Core Subjects	21.5	85.6%	18	89.6%	13.2	94.8%	11.2	92.2%	2.9	69.6%
Reading / ELA	9	36.0%	6.7	33.1%	4.2	30.3%	4.1	34.0%	1.5	36.7%
Mathematics	5.4	21.6%	5.5	27.3%	3.8	27.5%	2.9	23.7%	0.5	12.7%
Science	3.8	15.0%	3.2	15.6%	3.2	22.6%	2.7	22.1%	0.5	11.1%
Social Studies	3.2	12.9%	2.7	13.5%	2	14.4%	1.5	12.4%	0.4	9.1%
6 - 10 Years Experience	3	7.2%	3.9	9.5%	4	10.3%	7	18.4%	8.1	19.5%
All Core Subjects	2.7	90.4%	2.6	67.1%	3.8	93.3%	5.6	80.7%	6.4	79.3%
Reading / ELA	1.2	39.4%	1.1	28.8%	2.7	68.0%	1.6	23.2%	2.4	29.6%
Mathematics	0.7	23.2%	0.6	16.1%	0.5	11.4%	1.8	26.2%	2	24.9%
Science	0.4	14.6%	0.5	11.7%	0.3	6.9%	1.3	19.3%	1.1	14.0%
Social Studies	0.4	13.2%	0.4	10.6%	0.3	6.9%	0.8	12.0%	0.9	10.8%
11 - 20 Years Experience	5	12.0%	5	12.2%	4.5	11.6%	5	13.1%	9.6	23.1%
All Core Subjects	4.8	96.6%	4.8	96.2%	2.9	64.7%	1.9	38.6%	5.6	58.5%
Reading / ELA	2	40.3%	2.2	44.5%	1.6	35.3%	0.9	18.5%	2.3	24.4%

Teacher Years of Experience for Edward K Downing EL for Multiple Years										
Mathematics	1.3	25.9%	1.8	35.0%	0.5	12.1%	0.3	5.5%	1.4	14.7%
Science	0.8	16.0%	0.4	8.7%	0.3	6.0%	0.4	7.3%	1	10.1%
Social Studies	0.7	14.4%	0.4	8.0%	0.5	11.4%	0.4	7.3%	0.9	9.2%
Over 20 Years Experience	5.5	13.2%	10	24.4%	7.1	18.3%	5	13.1%	5	12.0%
All Core Subjects	2.9	52.4%	5.9	58.8%	4.9	68.8%	3.9	78.0%	3.6	71.7%
Reading / ELA	1.2	22.2%	3.7	36.7%	1.9	26.1%	2	40.1%	1.1	23.1%
Mathematics	0.7	13.4%	1	9.8%	1.3	17.8%	1.1	21.9%	0.7	14.2%
Science	0.5	8.8%	0.7	7.0%	1	14.7%	0.1	2.6%	0.5	9.7%
Social Studies	0.4	8.1%	0.5	5.2%	0.7	10.2%	0.7	13.4%	1.2	24.7%
Total Teacher FTEs	41.8	100.0%	41	100.0%	38.7	100.0%	38.1	100.0%	41.6	100.0%

Staff Quality, Recruitment, and Retention Strengths

EK Downing has piloted the Opportunity Culture Program. The program has retained MultiClassroom Leaders and Reach Associates. The ideas of having a grade level coach on campus assists in recruiting the students.

23% of the teachers have 11-20 years experience.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Staff had inconsistent Feedback and Coaching through PLCs and/or walkthroughs   **Root Cause:** Lack of school wide roles and responsibilities

Problem Statement 2 (Prioritized): Over 50% of staff has 0-5 years experience.   **Root Cause:** No systems in place for teacher support or mentoring

Problem Statement 3 (Prioritized): 67% of students are At-Risk of student growth in Math and Reading STAAR test in third grade.   **Root Cause:** Staff instructional professional development was minimal at the campus level

Problem Statement 4 (Prioritized): MAP growth and achievement percentage for all students at EOY was 15%   **Root Cause:** Planning and delivery of lessons was not scheduled or lesson plans checked by administration

Problem Statement 5 (Prioritized): Delivery and planning of instruction did not follow the district's curriculum framework   **Root Cause:** No systematic coaching feedback cycle

Problem Statement 6 (Prioritized): No systems in place to address school context and organization   **Root Cause:** No roles and responsibilities were created for the staff

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Edward K. Downing 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, Mentoring Minds, Learning A-Z. 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 specialists dyslexia teacher, tutors, and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Nagliari, STAAR, DBAs, unit assessments, MAP, and TELPAS assessments allow for early identification of need and potential targets for intervention.

Curriculum, Instruction, and Assessment Strengths

Edward K Downing appropriately allocated resources in the form as student material, manipulatives, books, online programs, and staff development to meet the learning needs of our students and staff. PLCs are designed around the RELAY model to help plan instruction appropriately.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Delivery and planning of instruction did not follow the district's curriculum framework   **Root Cause:** No systematic coaching feedback cycle

Problem Statement 2 (Prioritized): 67% of students are At-Risk of student growth in Math and Reading STAAR test in third grade.   **Root Cause:** Staff instructional professional development was minimal at the campus level

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Problem Statement 8 (Prioritized): Lesson plans did not incorporate technology for students   **Root Cause:** Teachers had minimal professional development in technological platforms

Parent and Community Engagement

Parent and Community Engagement Summary

Edward K. Downing has an active PTA and VIPS program. Due to COVID-19 restrictions we could not hold parent engagement events such as Reading, Math, Science Night for parents to attend and learn concepts with their children, fall festivals, and PTA programs. Most of parent engagement has been through Facebook Live or Class Dojo.

Parent and Community Engagement Strengths

Willing and active PTA and VIPS programs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lack of Parent and Community engagement   **Root Cause:** Inconsistent parent communication & outreach from all staff members

Problem Statement 2 (Prioritized): MAP growth and achievement percentage for all students at EOY was 15%   **Root Cause:** Planning and delivery of lessons was not scheduled or lesson plans checked by administration

School Context and Organization

School Context and Organization Summary

Edward K. Downing has 3 administrators on campus and 1 instructional coach. Each grade level has one Multi-Classroom Leader and Reach Associate. The assistant principals are broken up by K-2 and 3-5. Information is disseminated through the MCLs to keep with consistent communication. Each grade level has 5-7 teachers. K-3 are self-contained classrooms. Grades 4 and 5 are departmentalized. Teachers are given 1, 45 minute conference period and 1 PLC per week.

School Context and Organization Strengths

PLCs are 1 time a week for grads 1-5.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): 67% of students are At-Risk of student growth in Math and Reading STAAR test in third grade. **Root Cause:** Staff instructional professional development was minimal at the campus level

Problem Statement 2 (Prioritized): MAP growth and achievement percentage for all students at EOY was 15% **Root Cause:** Planning and delivery of lessons was not scheduled or lesson plans checked by administration

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Problem Statement 9 (Prioritized): Lesson plans did not incorporate technology for students **Root Cause:** Teachers had minimal professional development in technological platforms

Technology

Technology Summary

Each student has been given an IPAD (K-2) or chromebook (3-5). Each classroom has a smart screen or projector and a document camera. Each instructional staff member is given a laptop. Classrooms use Google classroom to assignments and SeeSaw for grade K-2. All grades are enrolled in Imagine Learning, Lonestar Math.

Technology Strengths

Each student has been given an IPAD (K-2) or chromebook (3-5). Each instructional staff member is given a laptop.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): MAP growth and achievement percentage for all students at EOY was 15% **Root Cause:** Planning and delivery of lessons was not scheduled or lesson plans checked by administration

Problem Statement 2 (Prioritized): Staff had inconsistent Feedback and Coaching through PLCs and/or walkthroughs **Root Cause:** Lack of school wide roles and responsibilities

Problem Statement 3 (Prioritized): Delivery and planning of instruction did not follow the district's curriculum framework **Root Cause:** No systematic coaching feedback cycle

Problem Statement 4 (Prioritized): Lack of Parent and Community engagement **Root Cause:** Inconsistent parent communication & outreach from all staff members

Problem Statement 5 (Prioritized): No systems in place to address school context and organization **Root Cause:** No roles and responsibilities were created for the staff

Problem Statement 6 (Prioritized): Lesson plans did not incorporate technology for students **Root Cause:** Teachers had minimal professional development in technological platforms

Priority Problem Statements

Problem Statement 1: Student Connectedness indicator on Panorama Survey shows a 71% campus total.

Root Cause 1: Social Emotional Learning lessons were not done with fidelity

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 2: MAP growth and achievement percentage for all students at EOY was 15%

Root Cause 2: Planning and delivery of lessons was not scheduled or lesson plans checked by administration

Problem Statement 2 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization - Technology

Problem Statement 3: Staff had inconsistent Feedback and Coaching through PLCs and/or walkthroughs

Root Cause 3: Lack of school wide roles and responsibilities

Problem Statement 3 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization - Technology

Problem Statement 4: Over 50% of staff has 0-5 years experience.

Root Cause 4: No systems in place for teacher support or mentoring

Problem Statement 4 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 5: Delivery and planning of instruction did not follow the district's curriculum framework

Root Cause 5: No systematic coaching feedback cycle

Problem Statement 5 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization - Technology

Problem Statement 6: Lack of Parent and Community engagement

Root Cause 6: Inconsistent parent communication & outreach from all staff members

Problem Statement 6 Areas: Demographics - Student Achievement - School Culture and Climate - Parent and Community Engagement - School Context and Organization - Technology

Problem Statement 7: 67% of students are At-Risk of student growth in Math and Reading STAAR test in third grade.

Root Cause 7: Staff instructional professional development was minimal at the campus level

Problem Statement 7 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 8: No systems in place to address school context and organization

Root Cause 8: No roles and responsibilities were created for the staff

Problem Statement 8 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization - Technology

Problem Statement 9: Lesson plans did not incorporate technology for students

Root Cause 9: Teachers had minimal professional development in technological platforms

Problem Statement 9 Areas: Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - School Context and Organization - Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Board Goals

Board Goal 1: Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

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

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP RIT scores.

Strategy 1 Details			Reviews			
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Admin, lead teachers, IC, MCLs						
Strategy 2 Details			**Reviews**			
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase in RIT scores for MAP and STAAR EOY scores.
    Staff Responsible for Monitoring: Admin, IC, MCLs, Lead Teachers.
 	
    Title I:
    2.4, 2.5, 2.6
    - **TEA Priorities:**
    Build a foundation of reading and math, Improve low-performing schools
    - **ESF Levers:**
    Lever 5: Effective Instruction						

Strategy 3 Details	Reviews			
Strategy 3: Two team leads will be appointed in 2nd and 4th grades due to not having MCLs in those grade levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased communication and student growth. **Staff Responsible for Monitoring:** Admin. **Funding Sources:** Team Leads - Title One School-wide - $7,000	Oct	Jan	Mar	May

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

Board Goal 1: Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: By May 2024, the percentage of students K-5 achieving or exceeding their READING RIT goal will increase from 27% to 40%

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: MAP BOY and EOY data.

Strategy 1 Details	Reviews			
Strategy 1: Prioritize Tier I instruction with whole group teaching.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will perform at a higher academic level.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, MCLs, IC **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Board Goal 1: Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

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

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Leadership Team (MCLs and Lead Teachers) will meet with the campus leadership and grade level teams to align best practices and TIER 1 instruction to the TEK standard.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction which will be evident in classroom observations, student performance and progress **Staff Responsible for Monitoring:** ADMIN **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✕ Discontinue				

Board Goal 1: Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

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

High Priority

HB3 Board Goal

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

Evaluation Data Sources: STAAR

Strategy 1 Details			Reviews		
Strategy 1: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores	**Oct**	**Jan**	**Mar**		**May**
Staff Responsible for Monitoring: admin					
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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

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

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

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

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

Strategy 2 Details	Reviews			
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in RIT scores for MAP and STAAR EOY scores. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores.	**Formative**			**Summative**
Strategy's Expected Result/Impact: RIT scores on MAP and benchmark data will increase.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, IC, MCLs, Lead Teachers. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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

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

Performance Objective 2: My May 2024, 45% of K-2 students will show growth on their READING MAP ASSESSMENT.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: MAP RIT scores.

Strategy 1 Details	Reviews			
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring through conferences and PLCs from campus Instructional leaders, MCLs, Instructional Coach and the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores				
Staff Responsible for Monitoring: Admin, MCLs, Lead Teachers, IC				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details		Reviews		
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.		Formative		Summative
Strategy's Expected Result/Impact: Increase in RIT scores for MAP and STAAR EOY scores. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**May**

Strategy 3 Details		Reviews		
Strategy 3: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores.		Formative		Summative
Strategy's Expected Result/Impact: RIT scores on MAP and benchmark data will increase.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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

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

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

High Priority

HB3 Board Goal

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

Evaluation Data Sources: MAP RIT

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

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in RIT scores for MAP. **Staff Responsible for Monitoring:** Admin, MCLs, Lead Teachers, IC **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

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

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR scores.

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

Strategy 2 Details		Reviews			
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in RIT scores for MAP and STAAR EOY scores. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Strategy 3 Details		Reviews			
Strategy 3: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores.		**Formative**			**Summative**
Strategy's Expected Result/Impact: RIT scores on MAP and benchmark data will increase.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

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

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

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

High Priority

HB3 Board Goal

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: AVID planners, walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Title I funds will be utilized to assist in helping with parent engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will attend school functions.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Admin.				
Title I: 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Have AVID come out to do an after school training for teachers to learn to implement AVID strategies well.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased engagement and rigor in classrooms.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Admin, MCLs, IC, Lead Teachers				

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

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

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

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Walkthroughs, counseling, surveys, attendance, presentations

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

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

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Teachers and Administrators through data collection sheet and walkthroughs

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

Performance Objective 4: Student daily attendance will increase from 92% to 95%

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Attendance rosters, School Status, Calling At-Risk students

Strategy 1 Details	Reviews			
Strategy 1: Recognize students every 9 weeks and the highest class weekly	**Formative**			**Summative**
Strategy's Expected Result/Impact: create a sense of urgency for all students to be here	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: teachers, attendance clerks, adminstrators **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	2	1	Prioritize Tier I instruction with whole group teaching.
2	2	1	Grade level teachers will receive weekly training, coaching, and mentoring through conferences and PLCs from campus Instructional leaders, MCLs, Instructional Coach and the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.

Additional Targeted Support Strategies

Board Goal	Objective	Strategy	Description
2	2	1	Grade level teachers will receive weekly training, coaching, and mentoring through conferences and PLCs from campus Instructional leaders, MCLs, Instructional Coach and the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.

Campus Funding Summary

			Title One School-wide		
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Team Leads		$7,000.00
2	3	1	AR		$15,000.00
				Sub-Total	$22,000.00