

Ector County Independent School District
Gale Pond Alamo Elementary
2024-2025 Campus Improvement Plan

Accountability Rating: A



Mission Statement

Through academic excellence we will educate the learners of today, for their world of tomorrow.

Vision

Through high quality instruction, strong relationships, and expectations for excellence, the staff at GP Alamo will empower our students with the skills needed to be the leaders of tomorrow.

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 and for the 2024-2025 school year will begin our programmatic shift and work with the New Tech Network, and transition to a Project Based Learning Campus. This year we will follow the district calendar and have 175 instructional days. Along with a programmatic change, we will also no longer have our magnet hour and will follow a traditional school day from 7:45 - 3:20. We are one of only 4 elementary campuses that have a full time Art teacher.

Another change to our campus this year is we will be the home campus for the Regional Day School Program for the Deaf. The RDSPD program was previously housed at another campus, but will be joining the Alamo family this fall.

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 a 24:1 ratio. For the 2023-2024 school year our overall attendance percentage was 95% (+0.1% from the previous year) and we average 15 absences per day.

Enrollment for the 2023-2024 school year was 314 students. Currently for the 2024 school year our enrollment is at 369, which is up due to the addition of a third section of Kinder and the addition of the Deaf and Hard of Hearing (DHH) students from RDSPD. Because of our magnet focus and being a School of Choice, we have very low student mobility which was at 3% for the 2023-2024 school year.

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

Our campus is 51% male and 49% female. Our ethnicity breakdowns is:

- African American - 4%
- Multi Racial - 2%
- Hispanic - 81%
- Caucasian - 13%

Special Populations breakdown:

- At risk - 35% (109)
- Economically Disadvantaged - 67% (210)
- Emergent Bilingual - 4% (12)
- Gifted and Talented - 22% (68)
- Dyslexic - 3% (10)
- Special Education - 16% (51)
- Speech - 12% (38)

In the area of Highly Mobile students we have 7 students who are military connected.

Demographics Strengths

Because we are 100% magnet, our student mobility is low, and our student populations are static throughout the year and from year to year. The special populations of our campus are well balanced across the campus and provide us with the opportunity to work with a variety of students from a variety of backgrounds and abilities.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 60% of our SPED population in 3rd grade Did Not Meet standard in Reading. **Root Cause:** Our campus did not have a certified SPED teacher providing services until late in the fall.

Problem Statement 2 (Prioritized): 42% of our At Risk population in 4th grade Did Not Meet Standard in Reading. **Root Cause:** Data indicates that our At Risk students are not performing as well in the area of writing on the STAAR ELAR test.

Problem Statement 3 (Prioritized): 60% of our At Risk population in 3rd grade Did Not Meet Standard in Reading. **Root Cause:** Data indicates that our At Risk students are not performing as well in the area of writing on the STAAR ELAR test.

Student Achievement

Student Achievement Summary

The last year the state released ratings was the 2021-2022 school year. That year we were an "A" rated campus. Indications for the 2022-2023 school year showed that we would have been an "A" rated campus again; however at this time that data has not been released.

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 2023-2024 MAP, there were 272 students tested, and we closed our year with the following data:

Campus:

- Math:
 - Achievement - 74th %tile
 - 210 students (77%) on grade level
 - Growth - 61st %tile
 - 174 students (64%) met their projected growth from Fall 2023
- Reading:
 - Achievement - 64th %tile
 - 190 students (70%) on grade level
 - Growth - 60th %tile
 - 141 students (52%) met their projected growth from Fall 2023

Map breakdown by grade level is as follows:

Grade	Growth Math: (%tile)	Achievement Math: (%tile)	Growth Reading: (%tile)	Achievement Reading: (%tile)
Kinder	56th	74th	67th	72nd
First	51st	58th	42nd	54th
Second	59th	55th	67th	58th
Third	59th	74th	47th	51st
Fourth	60th	66th	40th	53rd
Fifth	55th	80th	49th	72nd

Early Projections for STAAR 2024 show the following information:

Grade	Did Not Meet	Approaches	Meets	Masters
3rd Reading	26% (12)	74% (34)	48% (22)	11% (5)
3rd Math	11% (5)	89% (41)	59% (27)	15% (7)

Grade	Did Not Meet	Approaches	Meets	Masters
4th Reading	23% (11)	77% (36)	45% (21)	9% (4)
4th Math	11% (5)	89% (42)	57% (27)	28% (13)
5th Reading	4% (2)	96% (48)	76% (38)	52% (26)
5th Math	0%	100% (50)	84% (42)	38% (19)

Student Achievement Strengths

As a campus we are good at 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.

Our campus is outscoring the rest of the district in all subjects and performance levels by as much as 25% in some areas. The only areas where we are behind the rest of the district are 3rd and 4th Reading Masters level.

Problem Statements Identifying Student Achievement Needs

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Problem Statement 3 (Prioritized): 42% of our At Risk population in 4th grade Did Not Meet Standard in Reading. **Root Cause:** Data indicates that our At Risk students are not performing as well in the area of writing on the STAAR ELAR test.

Problem Statement 4 (Prioritized): On MAP, our 1st grade students level of achievement dropped from 77% to 64% from beginning to end of the year in the area of Reading.

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 (127 students, 3-5):

Connectedness Indicator	Fall 2023	Spring 2024	District
Overall Connectedness	75%	79%	67%
Engagement (investment in class)	75%	76%	60%
Rigorous Expectations (high expectations)	81%	87%	80%
School Climate (Perceptions of social and learning climate of school)	71%	73%	59%
School Safety (physical and psychological safety at school)	60%	71%	60%
Sense of Belonging (Do students feel that they are a valued member of the community?)	73%	77%	65%

Take aways from this survey would be that 80% of students state that the overall energy of the school is positive, 92% indicated that they feel supported by the adults here at school and 90% 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, 97% 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 2024	District
Belonging (Feel the are valued members of the community)	87%	65%
Cultural Awareness (Addressing areas of race, ethnicity, and culture)	56%	47%
Professional Learning (Quality of professional growth and opportunities available)	79%	56%

Culture Indicator	Spring 2024	District
Feedback and Coaching (Perceptions of feedback received)	90%	62%
School Climate (Perceptions of overall social and learning climate)	93%	58%
School Leadership (Perceptions of leadership's effectiveness)	95%	60%
Well Being (Perceptions about their own well being)	65%	55%

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 (Prioritized): Of those surveyed 23% 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 - 10%
- 1-5 years - 22%
- 6-10 years - 21%
- 11-20 years - 29%
- + 20 years - 18%

We have 7 teachers who have received a TIA designation; 2 at the Recognized level, 4 at the Exemplary level and 1 at the Masters level.

Our teacher retention rate from 2023 is 71.43%. We have two special area teachers (Art and Library) that retired this year.

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): 60% of our SPED population in 3rd grade Did Not Meet standard in Reading. **Root Cause:** Our campus did not have a certified SPED teacher providing services until late in the fall.

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, and Saxon. 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.

This year our campus will begin the work of a 5 year contract with New Tech Network as we become a Project Based Learning campus in ECISD. This is a programmatic change from STEAM that has been our focus for the last 5 years. We are excited to begin this work in our lower grades (PK-2) and to being the work of establishing a Choice School PBL pipeline with our students culminating their learning experience at New Tech Odessa.

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 three 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 Forde and Ferrier Workbooks and Countdown to STAAR in the areas of Reading, Math, and Science to provide a rigorous review in the Spring.

Unfortunately, the district made the decision to cut an integral part of our campus culture for the upcoming year. The district has made the decision to not allow campuses to purchase Accelerated Reader. We used this program with fidelity and the love of reading that it created for our campus was a definite part of our culture.

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 (Prioritized): 60% of our SPED population in 3rd grade Did Not Meet standard in Reading. **Root Cause:** Our campus did not have a certified SPED teacher providing services until late in the fall.

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Problem Statement 3 (Prioritized): 60% of our At Risk population in 3rd grade Did Not Meet Standard in Reading. **Root Cause:** Data indicates that our At Risk students are not performing as well in the area of writing on the STAAR ELAR test.

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 (Prioritized): 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 2024-2025 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.

The 2024-2025 school year will be the first year of our work with New Tech Network as we begin to move toward a programmatic focus of Project Based Learning. This year PK-2 will begin their implementation after work in the Spring and Summer of 2024. In the Spring of 2025 we will begin training 3-5 teachers and they will attend training with New Tech in Summer 2025.

There are currently 40 people on the Alamo staff. This includes all certified staff, instructional aides, cafeteria workers and custodial staff. There are 16 classrooms, with two sections of each grade level except Kinder which has 3.

For the 2024-2025 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 16 classroom teachers. 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 2024-2025 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 as 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.

In addition 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.

School Context and Organization Strengths

Our campus is excited to begin our work with New Tech Network and to see how this will transform the culture and learning here at Alamo. Our staff works well together and everyone understands the role that they play in providing a solid education for students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2: Each grade level only has two team members which makes things like planning and collaboration difficult. **Root Cause:** Staffing is based off the numbers of applications that are received in the magnet window. Alamo is consistently third choice to the Academic Magnet campuses.

Technology

Technology Summary

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

During the 2023-2024 school year all classrooms were equipped with Promethean Boards. All teachers have access to a district provided laptop.

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.

Priority Problem Statements

Problem Statement 1: 60% of our SPED population in 3rd grade Did Not Meet standard in Reading.

Root Cause 1: Our campus did not have a certified SPED teacher providing services until late in the fall.

Problem Statement 1 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 2: 60% of our At Risk population in 3rd grade Did Not Meet Standard in Reading.

Root Cause 2: Data indicates that our At Risk students are not performing as well in the area of writing on the STAAR ELAR test.

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 3: 42% of our At Risk population in 4th grade Did Not Meet Standard in Reading.

Root Cause 3: Data indicates that our At Risk students are not performing as well in the area of writing on the STAAR ELAR test.

Problem Statement 3 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 4: Of those surveyed 23% 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

Problem Statement 5: As a campus we do not provide parents with opportunities to volunteer on campus.

Root Cause 5: For many years we have not had a PTA or other way to engage families.

Problem Statement 5 Areas: Parent and Community Engagement - School Context and Organization

Problem Statement 6: On MAP, our 1st grade students level of achievement dropped from 77% to 64% from beginning to end of the year in the area of Reading.

Root Cause 6:

Problem Statement 6 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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

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 May of 2025, the % of students performing at the Meets level on the 3rd - 5th grade MATH STAAR test will increase from 67% to 80%.





High Priority

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%, 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, STAAR, SCA's and IReady assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Complete a DATA DEEP DIVE into current and historical STAAR data to determine TEKS that we consistently perform low on and have vertical conversations around those TEKS campus wide to determine new teaching strategies.</p> <p>Strategy's Expected Result/Impact: Teachers will enhance teaching strategies for highly tested TEKS across all grade levels.</p> <p>Staff Responsible for Monitoring: Teachers / Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Focus PLCs on Math to create Know and Shows for Readiness TEKS and Highly Tested Standards.</p> <p>Strategy's Expected Result/Impact: Teachers will establish a deeper understanding of the verbage of TEKS and improve overall TIER 1 instruction.</p> <p>Staff Responsible for Monitoring: Teachers / Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 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 May of 2025, the % of students performing at the Meets level on the 3rd - 5th grade READING STAAR test will increase from 56% to 70%.

High Priority

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%, 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%

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	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Focus PLCs on Reading to create Know and Shows for Readiness TEKS and Highly Tested Standards. Strategy's Expected Result/Impact: Teachers will establish a deeper understanding of the verbage of TEKS and improve overall TIER 1 instruction. Staff Responsible for Monitoring: Teachers / Admin</p> <p>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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3 - Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	May

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 60% of our SPED population in 3rd grade Did Not Meet standard in Reading. Root Cause: Our campus did not have a certified SPED teacher providing services until late in the fall.</p>
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Student Achievement
<p>Problem Statement 1: 60% of our SPED population in 3rd grade Did Not Meet standard in Reading. Root Cause: Our campus did not have a certified SPED teacher providing services until late in the fall.</p>
<p>Problem Statement 2: 60% of our At Risk population in 3rd grade Did Not Meet Standard in Reading. Root Cause: Data indicates that our At Risk students are not performing as well in the area of writing on the STAAR ELAR test.</p>
<p>Problem Statement 3: 42% of our At Risk population in 4th grade Did Not Meet Standard in Reading. Root Cause: Data indicates that our At Risk students are not performing as well in the area of writing on the STAAR ELAR test.</p>

Staff Quality, Recruitment, and Retention

Problem Statement 1: 60% of our SPED population in 3rd grade Did Not Meet standard in Reading. **Root Cause:** Our campus did not have a certified SPED teacher providing services until late in the fall.

Curriculum, Instruction, and Assessment

Problem Statement 1: 60% of our SPED population in 3rd grade Did Not Meet standard in Reading. **Root Cause:** Our campus did not have a certified SPED teacher providing services until late in the fall.

Problem Statement 2: 42% of our At Risk population in 4th grade Did Not Meet Standard in Reading. **Root Cause:** Data indicates that our At Risk students are not performing as well in the area of writing on the STAAR ELAR test.

Problem Statement 3: 60% of our At Risk population in 3rd grade Did Not Meet Standard in Reading. **Root Cause:** Data indicates that our At Risk students are not performing as well in the area of writing on the STAAR ELAR test.

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

Performance Objective 3: By May of 2025, the % of students performing at the Meets level on the 5th grade SCIENCE STAAR test will increase from 44% to 55%.





High Priority

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%

Evaluation Data Sources: MAP, STAAR, SCA's

Strategy 1 Details	Reviews			
<p>Strategy 1: Complete a DATA DEEP DIVE into current and historical STAAR data to determine TEKS that we consistently perform low on and have vertical conversations around those TEKS campus wide to determine new teaching strategies.</p> <p>Strategy's Expected Result/Impact: Teachers will enhance teaching strategies for highly tested TEKS across all grade levels.</p> <p>Staff Responsible for Monitoring: Teachers / Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Focus PLCs on Science to create Know and Shows for Readiness TEKS and Highly Tested Standards.</p> <p>Strategy's Expected Result/Impact: Teachers will establish a deeper understanding of the verbage of TEKS and improve overall TIER 1 instruction.</p> <p>Staff Responsible for Monitoring: Teachers / Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 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 May 2025, the percentage of K-2 students who "MEET or EXCEED" their growth projection will increase from 58% to 70%.

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%, 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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will implement SAXON PHONICS with fidelity across grades K-2. Strategy's Expected Result/Impact: Improved phonics skills and mastery of high frequency words for students K-2. Staff Responsible for Monitoring: Teachers / Admin</p> <p>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 Problem Statements: Student Achievement 4</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will implement IReady Reading with fidelity across grades K-2.</p> <p>Strategy's Expected Result/Impact: Students will receive weekly skills practice targeted at their particular educational path.</p> <p>Staff Responsible for Monitoring: Teachers / Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- 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</p> <p>Problem Statements: Student Achievement 4</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 4: On MAP, our 1st grade students level of achievement dropped from 77% to 64% from beginning to end of the year in the area of Reading.</p>

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


Performance Objective 2: By May 2025, the percentage of K-2 students who meet their "TYPICAL GROWTH GOAL" from their BOY diagnostic to their EOY diagnostic will be 70%


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%, 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: IReady

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will implement SAXON PHONICS with fidelity across grades K-2. Strategy's Expected Result/Impact: Improved phonics skills and mastery of high frequency words for students K-2. Staff Responsible for Monitoring: Teachers / Admin</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will implement IReady Reading with fidelity across grades K-2. Strategy's Expected Result/Impact: Students will receive weekly skills practice targeted at their particular educational path. Staff Responsible for Monitoring: Teachers / Admin</p> <p>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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 3: By May 2025, the percentage of 3rd grade students who get MEETS on the 3RD grade STAAR READING tests will increase from 48% to 60%.

High Priority


Indicators of Success:

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


Evaluation Data Sources: MAP, STAAR, SCA's and IReady assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will implement IReady Reading with fidelity in grade 3.</p> <p>Strategy's Expected Result/Impact: Students will receive weekly skills practice targeted at their particular educational path.</p> <p>Staff Responsible for Monitoring: Teachers / Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- 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</p> <p>Problem Statements: Demographics 1, 3 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 3</p>	Formative			Summative
	Oct	Jan	Mar	May


Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will use HIGH IMPACT TUTORING to address the needs of 3rd grade students who are performing below grade level based on their BOY MAP results.</p> <p>Strategy's Expected Result/Impact: Students who are struggling in the area of READING will be provided with targeted intervention to address their needs.</p> <p>Staff Responsible for Monitoring: Teachers / Admin / FEV</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: 60% of our SPED population in 3rd grade Did Not Meet standard in Reading. Root Cause: Our campus did not have a certified SPED teacher providing services until late in the fall.</p>
<p>Problem Statement 3: 60% of our At Risk population in 3rd grade Did Not Meet Standard in Reading. Root Cause: Data indicates that our At Risk students are not performing as well in the area of writing on the STAAR ELAR test.</p>
Student Achievement
<p>Problem Statement 1: 60% of our SPED population in 3rd grade Did Not Meet standard in Reading. Root Cause: Our campus did not have a certified SPED teacher providing services until late in the fall.</p>
<p>Problem Statement 2: 60% of our At Risk population in 3rd grade Did Not Meet Standard in Reading. Root Cause: Data indicates that our At Risk students are not performing as well in the area of writing on the STAAR ELAR test.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: 60% of our SPED population in 3rd grade Did Not Meet standard in Reading. Root Cause: Our campus did not have a certified SPED teacher providing services until late in the fall.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: 60% of our SPED population in 3rd grade Did Not Meet standard in Reading. Root Cause: Our campus did not have a certified SPED teacher providing services until late in the fall.</p>

Curriculum, Instruction, and Assessment

Problem Statement 3: 60% of our At Risk population in 3rd grade Did Not Meet Standard in Reading. **Root Cause:** Data indicates that our At Risk students are not performing as well in the area of writing on the STAAR ELAR test.

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 May 2025, our school CONNECTEDNESS INDICATOR on PANORAMA will increase from 79% (EOY 2023) to 85%.

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, ILead

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will implement ILead curriculum through weekly guidance counseling meetings with the counselor.</p> <p>Strategy's Expected Result/Impact: Students will learn about building connections with others and gain a deeper understanding of their connection to the campus.</p> <p>Staff Responsible for Monitoring: Teachers / Admin / Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- 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</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Our campus will continue our STUDENT OF THE MONTH program, and work with teachers to provide opportunities for all students to be eligible to be nominated as student of the month.</p> <p>Strategy's Expected Result/Impact: Students will deepen their sense of pride in themselves and their school.</p> <p>Staff Responsible for Monitoring: Teachers / Admin / Counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Of those surveyed 23% 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 May 2025, our school SENSE OF BELONGING indicator on PANORAMA will increase from 77% (EOY 2023) to 87%.

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, ILead

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will implement ILead curriculum through weekly guidance counseling meetings with the counselor.</p> <p>Strategy's Expected Result/Impact: Students will learn about building connections with others and gain a deeper understanding of their connection to the campus.</p> <p>Staff Responsible for Monitoring: Teachers / Admin / Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- 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</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Our campus will continue our STUDENT OF THE MONTH program, and work with teachers to provide opportunities for all students to be eligible to be nominated as student of the month.</p> <p>Strategy's Expected Result/Impact: Students will deepen their sense of pride in themselves and their school.</p> <p>Staff Responsible for Monitoring: Teachers / Admin / Counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: Of those surveyed 23% 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 3: By May 2025, our campus OVERALL ATTENDANCE PERCENTAGE will increase from 95.1 (2023) to 97%.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Daily Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will implement a GRADE LEVEL attendance competition. Strategy's Expected Result/Impact: The competition / incentive will increase students desire to be at school to help their grade level win. Staff Responsible for Monitoring: Teachers / Admin / Clerk</p> <p>Title I: 2.5, 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will send home MAGNET ATTENDANCE WARNINGS throughout the year to keep families aware of their students attendance. Strategy's Expected Result/Impact: Parents will be aware of their students attendance and the impact it has on learning. Staff Responsible for Monitoring: Teachers / Admin / Clerk</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Parent and Community Engagement
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
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.

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 May 2025, the number of campus referrals will DECREASE by 20% from 96 in 2023 to 75 in 2024.

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: Referral logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Leadership will conduct training on campus discipline practices during PLCs TWO times during the year.</p> <p>Strategy's Expected Result/Impact: Teachers will develop a better understanding of what deems certain behaviors "referral worthy" and which behaviors can be addressed through other means.</p> <p>Staff Responsible for Monitoring: Teachers / Admin</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will hold MAGNET BEHAVIOR CONTRACT meetings with families of students who receive their THIRD referral for any reason throughout the school year.</p> <p>Strategy's Expected Result/Impact: Parents will be aware of their students behavior and the campus will establish a system of support around students who are struggling behaviorally.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Parent and Community Engagement

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

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.