

Ector County Independent School District
G.E."Buddy" West Elementary
2024-2025 Campus Improvement Plan

Accountability Rating: F



Mission Statement

Campus: To create a dedicated, determined, dependable, disciplined learning community.

Believing OUR Students are THE Future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Buddy West's enrollment has increased from 680 in 22-23 to 683 in 23-24. Currently Buddy West has 763 students enrolled.

Economically disadvantaged population is at 82.4%

The at-risk population is at 72.8% which is a 53.4% difference from the previous year.

Buddy West has 117 homeless students.

38.6% of students are categorized as an English Learner.

13.3% of students are in Special Education.

Students at this campus are highly mobile counting for 21.52% of the population compared to 17% in 22-23.

Attendance is at 92.05% which is up compared to 22-23 at 91%.

The student to teacher ratio is 28:1.

Demographics Strengths

Enrollment as of snapshot 23-24 was at 683 however the campus currently has over 700 students enrolled for this school year.

Our Hispanic students are the highest ethnic group enrolled at 86.2% of our population.

75.1% of the teaching staff hold a bachelor's degree and 24.9% hold a master's degree.

The campus has an 81.4% staff retention rate and there are approximately 75 staff members.

Buddy West also has 12 males working in various roles from teachers to paraprofessionals, which is a high number in comparison to other elementaries.

Staff average 9.9 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance is below the state average at 92.05%. **Root Cause:** Families face other issues at home, for example meeting basic needs and at times, school attendance is not their top priority.

Student Achievement

Student Achievement Summary

MAP Growth Summary Report

Kinder	Math- 55% of students met growth RLA-35% of students met growth
1st Grade	Math-79% of students met growth RLA-39% of students met growth
2nd Grade	Math-42% of students met growth RLA-68% of students met growth
3rd Grade	Math-57% of students met growth RLA-56% of students met growth
4th Grade	Math-44% of students met growth RLA-51% of students met growth
5th Grade	Math-43% of students met growth RLA-43% of students met growth

STAAR Data:

Grade/Subject	Approaches	Meets	Masters
3rd RLA	66%	37%	14%
3rd SLA	48%	18%	13%
4th RLA	67%	33%	10%
4th SLA	39%	13%	4%
5th RLA	67%	39%	14%
5th SLA	65%	38%	4%
3rd Math	63%	38%	13%
3rd Math Span	69%	37%	3%
4th Math	57%	30%	11%
4th Math Span	43%	10%	0%
5th Math	76%	30%	5%
5th Math Span	65%	20%	5%
5th Sci	35%	13%	

Student Achievement Strengths

Map Strengths:

The 2nd and 3rd grade teams have the highest RLA growth percentage.

The 1st and 3rd grade teams have the highest Math growth percentage.

STAAR Strengths:

3rd Grade ELAR Spanish testers performed at 100% Approaches/Meets and 50% Masters.

5th Grade ELAR Monolingual-EB students 78% Approaches 50% Meets 11% Masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The needs of all students were not being met in all classrooms in all grade levels to achieve Meets or Masters level on assessments of MAP or STAAR. **Root Cause:** Lack of quality Tier 1 instruction and lack of fidelity to the DDI process and rigor in lessons.

School Culture and Climate

School Culture and Climate Summary

All areas of Panorama Survey for Students increased.

Panorama Survey results for School Connectedness on Students:

Rigorous Expectations 82%

Connectedness Indicator 67%

Sense of Belonging 64%

School Climate 59%

Engagement 61%

School Safety 58%

Panorama Survey results for Climate and Culture teachers:

School Leadership 89%

School Climate 82%

Belonging 83%

Professional Learning about Equity 85%

Professional Learning 82%

Well-being 77%

Feed-back and Coaching 77%

Cultural Awareness and Action 50%

School Culture and Climate Strengths

Buddy West participates in all Parent Involvement initiatives such as, Reading Night, Math Night, Open House and Meet The Teacher. All Title One Parent Involvement is included at our campus, such as, Parent Conferences, surveys, parent/compact agreement meetings, progress and report card meetings.

The students feel like they have rigorous expectations in the classroom. Teachers feel like the leadership on campus is strong and supportive.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Failure to implement SEL with fidelity in all grade levels. **Root Cause:** Panorama Survey responses from students voiced the need for more teacher help, teacher understanding and attention to their SEL needs. Teachers in all grade levels failed to implement the SEL lessons with fidelity and administration team failed to monitor the implementation of the lessons.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff such as alternative certification programs (Odessa Pathways and DOI waivers). The district holds college fairs and intrastate teacher fairs. ECISD posts available positions on a variety of websites and social media. The district undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. The professional development trainings provide staff with the tools needed to intervene and enrich the learning subgroups. Retention strategies include stipends for special program areas and stipends for education beyond position requirement (Masters stipend, Sped stipend). The Opportunity Culture Program is currently implemented in most schools, which provides stipends for MCLs to lead grade levels. The district utilizes the Teacher Incentive Allotment and the National Board of Certification for staff recognition to promote and ensure retention strategies. Buddy West students will be taught by highly qualified teachers and instructional paraprofessionals.

Buddy West has 25 certified teachers, 1 PE Coach, 1 Music teacher, 3 special education life skills teachers, 2 special education resource teachers, 1 dyslexia teacher, and 1 certified counselor.

Staff Quality, Recruitment, and Retention Strengths

Buddy West retention rate is 87.5%.

Teachers with 0 years of experience is 5.5%, 1-5 years' experience is 37%, 6-10 years of experience is 23%, 11-20 years of experience is 31% and over 20 years of experience is 3%.

Monthly lunches celebrating teacher birthdays, jean passes, positive notes to teachers, student postcards home, recognition of staff members, team building activities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We have a high number of IF's and DOI teachers. **Root Cause:** The hiring pool for certified teachers is small. We are also a campus that is further west, and many teachers do not want to travel. The few certified teachers in the applicant pool often select inner city campuses.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research based best practices curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced with tutoring, FEV, dyslexia services, balanced literacy, guided math, Iready, Brainchild and reading services to close the achievement gap. In addition, resource allocations in the form of textbooks, flexible furniture, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, dyslexia teachers, tutors and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, Istation, and TELPAS assessments allow for early identification of need and potential targets for intervention.

MAP Growth Summary Report

Kinder	Math- 55% of students met growth RLA-35% of students met growth
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4th Math Span	43%	10%	0%
5th Math	76%	30%	5%
5th Math Span	65%	20%	5%
5th Sci	35%	13%	

Curriculum, Instruction, and Assessment Strengths

District frameworks will be followed with fidelity. We will utilize district strategies such as Know Shows and the DDI process when planning lessons. All teachers will utilize the district planning template and only use district approved resources. PLCs will occur weekly where MCLs and principals lead instructional planning, data analysis and professional learning. Teaching staff will attend district and campus professional learning. FEV tutoring is provided for 40 students per 4th/5th grade math and reading to ensure gaps are closing. The campus will be offering tutoring in the Spring semester for 3rd-5th grade students. MCL's will complete coaching cycles, including action steps, for all their teacher's every 3 weeks. MCL's will also have 12-14 hours of protected time each week to plan, coach, observe, etc. The campus will also be utilizing vertical PLC's to ensure consistency across grade levels. All teachers will use post-SCA data sheets to break down their TEKS data and determine when/how to reteach and when to reassess.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Buddy West's student achievement is below the state's achievement levels in all subjects/grade level. **Root Cause:** There is a lack of data knowledge and how to use it to provide intervention at the right times and for the right students.

Parent and Community Engagement

Parent and Community Engagement Summary

Buddy West offers opportunities during the school year for parents and community members to be involved in student's learning. Parent/Community engagement opportunities include Meet the Teacher and Parent Orientation in August, academic nights, awards assemblies every 9 weeks, data meetings, and student presentations (career day, All About Me day, projects). Title One Program meetings include Parent Engagement and Compact meetings, where parents are asked for their feedback. Buddy West also has an active PTA that supports the teachers and students. Administration provide communication to parents about events or things to know on Facebook and through Focus.

Parent and Community Engagement Strengths

Buddy West continues to work on closing the performance gaps by increasing family and community involvement through Volunteers in Public Schools and committee involvement, such as the PTA, at the campus level. School staff, parents, families and surrounding community members will be provided with opportunities to work together to improve family and community involvement and to support academic achievement.

Buddy West will continue with Meet the Teacher Night, Parent Orientation, Parent meetings for special area activities, Parent Utility training for Title 1 school, Parent Engagement and Compact input, and leadership team will meet and set goals. We will continue with Buddy West Facebook, VIPS recruiting event, and book fairs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We have high participation during special area events but have only 10%-20% attending academic parent nights. **Root Cause:** Schedules of working parents and outside demands, for example after school sports or 2nd jobs. Parents have a lack of knowledge of how these events benefit their children.

School Context and Organization

School Context and Organization Summary

Buddy West will implement a set intervention time for reading and math in all classrooms in K-5th. The DDI process will be utilized to analyze iReady, MAP, SCA, and benchmark data, which will drive instructional planning and delivery. PLCs are held weekly by grade level, where teachers plan classroom instruction and delivery and analyze student data.

The AVID and SEL site teams meet monthly to discuss campus lesson planning, instructional delivery and needed professional learning to increase student engagement, rigor and achievement.

Campus principals monitor lesson plans, conduct walk-throughs, attend grade level meetings and provide feedback to ensure student engagement is on track.

The leadership team meets weekly to review academic data, campus programs and initiatives.

There are 3 administrators on campus, 6 MCLs- one per grade level, 33 classroom teachers, 3 special area teachers, 1 GT teacher, 1 Dyslexia teacher, 3 specialized unit teachers, 5 RAs, and 1 TR.

School Context and Organization Strengths

The leadership team ensures monitoring of school goals and analyzing data to ensure growth is happening.

PLCs ensure teachers are supported with planning, instructional delivery and analyzing of data. Opportunity culture allows teachers to have more frequent coaching, observation, and frequent feedback.

The AVID and SEL site teams support teachers with AVID strategies, ensuring rigor in lessons, planning of lesson SEL roll out and adhering to scope and sequence.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Consistent AVID and SEL site teams have not been maintained, nor has professional learning been consistent for staff and site teams. **Root Cause:** A consistent and ongoing professional learning calendar for AVID and SEL does not exist.

Technology

Technology Summary

Buddy West is equipped with a Promethean board in each classroom.

All students have access to a chrome book or Ipad.

All teachers have a district distributed laptop.

Students utilize iReady Math and Reading both in school and have access at home.

Teachers utilize iReady, Classlink, Schoology, and Eduphoria to target instruction for students.

The campus is purchasing K-12 Summit to increase EB performance on TELPAS and STAAR.

Technology Strengths

ECISD replaces student chromebooks and Ipads on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

Techy Tribe Ambassador teacher on campus who hosts PLCs on technology training and instructional practices using technology.

The technology specialist provides monthly assistance for teachers on campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of consistent and ongoing Digital Citizenship training and refreshers for students. **Root Cause:** Accountability is not in place for student Digital Citizen refreshers or for newly enrolled students.

Priority Problem Statements

Problem Statement 1: Student attendance is below the state average at 92.05%.

Root Cause 1: Families face other issues at home, for example meeting basic needs and at times, school attendance is not their top priority.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The needs of all students were not being met in all classrooms in all grade levels to achieve Meets or Masters level on assessments of MAP or STAAR.

Root Cause 2: Lack of quality Tier 1 instruction and lack of fidelity to the DDI process and rigor in lessons.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Buddy West's student achievement is below the state's achievement levels in all subjects/grade level.

Root Cause 3: There is a lack of data knowledge and how to use it to provide intervention at the right times and for the right students.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

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

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: The percentage of students K-5 achieving or exceeding their Math RIT goal will increase from 57% to 67%.

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 MOY and EOY

I-Ready Diagnostic Reports
SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: I-ready Monthly Reading Growth - Students meeting I-ready Goals SCA at meets level MAP growth from BOY to MOY to EOY</p> <p>Staff Responsible for Monitoring: MCLs and Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD MATH Framework.</p> <p>Strategy's Expected Result/Impact: MAP Growth BOY to MOY SCA scoring at meets level</p> <p>Staff Responsible for Monitoring: MCLs and Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: The percentage of students K-5 achieving or exceeding their Reading RIT goal will increase from 57% to 67%.

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 MOY and EOY


Diagnostic IReady Reports

SCA

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Rigor in Lessons Growth in I-ready reading</p> <p>Staff Responsible for Monitoring: MCLs and Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; I-ready for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Growth in I-ready reading Students meeting I-ready monthly goals</p> <p>Staff Responsible for Monitoring: MCLs and Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, 50% of students will perform at the Meets level in 3rd-5th Math STAAR.





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: MAP MOY and EOY

I-ready Diagnostic Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Rigor in lessons Alignment to District Framework</p> <p>Staff Responsible for Monitoring: MCLs and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</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: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady Math for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Student progress in math and MAP Goals met Staff Responsible for Monitoring: MCLs and Administrators</p> <p>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</p>	Formative			Summative
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<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 2025 across all tested content areas.

Performance Objective 4: By May of 2025, 50% of students will perform at the Meets level in 3rd-5th Reading STAAR.





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: MAP MOY and EOY

SCA
IReady Reports
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Understanding of TEKS Rigor in lessons</p> <p>Staff Responsible for Monitoring: MCLs and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</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
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Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; I-Ready for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Growth on I-ready Reading Staff Responsible for Monitoring: MCLs and Administrators</p> <p>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</p>	Formative			Summative
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 1: The percentage of Kindergarten-2nd grade students who meet their projected growth on Reading MAP will increase 12% compared to 23-24 (English Testers: Kindergarten-35%, 1st Grade-39%, 2nd Grade-45%) (Spanish Testers: Kindergarten-30%, 1st Grade-50%, 2nd Grade-47%).





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%, 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: iReady, MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: MCL's and leadership will implement the Data Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Implement DDI process in PLCs with fidelity Increase Meets on MAP EOY in K-2 Increase students meeting projected growth goals</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, Leadership</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-2 classroom teachers will target at risk populations and utilize LLI a minimum of three times a week for 20-25 minutes per group; small group instruction and aggressive monitoring a minimum of four times per week to effectively tailor instruction to meet the needs of the students; iReady for 30 minutes three times a week; adhere to ECISD ELAR framework; use approved rigorous instructional materials.</p> <p>Strategy's Expected Result/Impact: Increase students meeting projected growth on MAP assessment Increase students reading on grade level Increase quality of instruction and provide earlier intervention</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, Leadership</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 2: The percentage of 3rd grade students who meet their projected growth on Reading MAP will increase 10% compared to 23-24 (English Testers: 58%) (Spanish Testers: 72%).





High Priority

Indicators of Success:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Number of students meeting MAP growth goal will increase. Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IReady Reading progress and ELAR SCAs. Teachers will conference with students to discuss data folders and provide new goals each grading period.</p> <p>Strategy's Expected Result/Impact: Students will increase MAP reading growth, iReady goal and show mastery of SCAs in ELAR.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 3: The percentage of 3rd grade students who performed at the APPROACHES and MEETS level on their Reading STAAR will increase 10% (English Testers: Approaches 66%, Meets 37%) (Spanish Testers: Approaches 48%, Meets 18%).





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: STAAR, MAP Projected Proficiency

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use aggressive monitoring during independent work and provide immediate reteach in small group to students who are struggling to understand concept. If more than 50% of students need reteach, the teacher will provide in whole group.</p> <p>Strategy's Expected Result/Impact: Intervention provided sooner leading to increased mastery of objectives taught.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, and leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Each teacher will follow backwards planning process including creation of exemplars and know/shows. Teachers will keep a data binder which includes exemplars and aggressive monitoring sheets completed during independent practice.</p> <p>Strategy's Expected Result/Impact: Teacher focus on TEKS mastery and awareness of students who need concentrated intervention.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, and Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Identified students will receive FEV tutoring for 120 minutes a week, LLI intervention for 30 minutes a 3x/week and 60 minutes of iReady based on data.</p> <p>Strategy's Expected Result/Impact: Targeted intervention leading to mastery of concepts in ELAR which will increase scores on SCA's and increase growth overall.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, and Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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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 2025.





Performance Objective 1: 2nd-5th grade students will utilize Avid planners to promote college readiness.

High Priority

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Site team checks for binders, planners, and note taking in journals

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner Strategy's Expected Result/Impact: Better student organization and improved communication. Staff Responsible for Monitoring: Teachers, AVID Site Team</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation. Strategy's Expected Result/Impact: Improve teacher's ability to model AVID strategies for students. Staff Responsible for Monitoring: AVID Site Team, Teachers</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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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 2025.

Performance Objective 2: School Connectedness Panorama data will increase from 67% to 72%.





High Priority

Indicators of Success:

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

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The iLead SEL curriculum will be implemented weekly in classrooms to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers.</p> <p>Strategy's Expected Result/Impact: Reduce Discipline Referrals Build Positive Relationships</p> <p>Staff Responsible for Monitoring: Teachers Counselor SEL Site Team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Character Education lessons will be rolled out to students twice a month for 30 minutes each lesson by the counselor.</p> <p>Strategy's Expected Result/Impact: Self Regulation and Coping Skills Positive Relationships among students/staff Problem Solving Skills</p> <p>Staff Responsible for Monitoring: Teachers and Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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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 2025.

Performance Objective 3: Student daily attendance will increase from 92.05% to 95% by May 2025.

High Priority


Indicators of Success:


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

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be contacted daily regarding student absences by attendance clerk. Campus will follow District truancy contact procedures at each level.</p> <p>Strategy's Expected Result/Impact: Increased student attendance.</p> <p>Staff Responsible for Monitoring: Attendance clerk, Teachers, Counselor, Administration, Attendance Liasons</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will hold attendance celebrations/acknowledgements to increase student engagement and awareness. Students with perfect attendance will be acknowledged each grading period. Students with less than 3 absences per semester will be invited to an attendance celebration at the end of each semester.</p> <p>Strategy's Expected Result/Impact: 95% attendance EOY rate for 24-25</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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 No Progress

 Accomplished

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