

Ector County Independent School District

Lyndon B. Johnson Elementary

2024-2025



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: By May of 2025, 79% of all 3rd, 4th, and 5th Grade students will reach Approaches on Reading, 43% of all 3rd, 4th, and 5th Grade students will reach Meets or above on Reading, and 19% of all 3rd, 4th, and 5th Grade students will reach Mastery on Reading.

High Priority





Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, 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, SCAs, Campus Common Assessments, Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Use STAAR data to identify specific areas where students are struggling from the previous year and create TEKS bins-electronically for additional support in the struggling areas for the individual student.</p> <p>Strategy's Expected Result/Impact: Using STAAR data to identify specific areas where students are struggling is intended to pinpoint precise skill deficits and comprehension gaps, enabling targeted interventions and personalized instruction. This data-driven approach aims to enhance overall reading proficiency, thereby moving students from "Approaches" to "Meets" and "Masters" levels, ultimately leading to improved academic outcomes and greater student success on the STAAR reading assessment.</p> <p>Staff Responsible for Monitoring: Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal</p> <p>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: Implement small group reading instruction to target struggling areas from the previous STAAR assessment.</p> <p>Strategy's Expected Result/Impact: Implementing small group reading instruction to target struggling areas identified from the previous STAAR assessment results in more personalized and effective teaching. This strategy leads to improved comprehension and reading skills, higher student engagement, and accelerated progress for students needing additional support. Consequently, it increases the number of students achieving "Meets" and "Masters" levels on future STAAR reading assessments, demonstrating significant gains in student achievement and overall academic performance.</p> <p>Staff Responsible for Monitoring: Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate writing assignments into all subject areas, allowing students to practice grammar skills in diverse contexts. Emphasize the importance of grammar in conveying ideas clearly and effectively in various types of writing tasks.</p> <p>Strategy's Expected Result/Impact: The intended impact of incorporating writing assignments into all subject areas and emphasizing the importance of grammar is to foster a holistic approach to literacy development. By integrating writing across the curriculum, students will have frequent opportunities to apply grammar skills in diverse contexts, reinforcing their understanding and mastery. This approach aims to cultivate students' ability to convey ideas clearly and effectively, regardless of the subject matter, ultimately leading to improved writing proficiency and success in communicating their thoughts and concepts across various types of writing tasks.</p> <p>Staff Responsible for Monitoring: Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Ms. D. Molby, Ms. L. Simmons-1st Grade, Mrs. J. Ramos-2nd Grade, Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal</p> <p>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 4 Details	Reviews			
<p>Strategy 4: All students in 4th and 5th grade that scored High Did Not Meets on the Reading STAAR will engage in High Impact Tutoring offered through Airtutors at a minimum of 4 days per week.</p> <p>Strategy's Expected Result/Impact: Selected students will score at Approaches on STAAR Reading by the end of the year.</p> <p>Staff Responsible for Monitoring: Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal</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
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Students in grades K-2nd will engage in Saxon Phonics daily. Students in grades 3rd-5th will have a strong focus on the fluency component and word study component within the HMH program daily.</p> <p>Strategy's Expected Result/Impact: With a daily focus on phonics in K-2nd grade and the fluency component and word study component within HMH, students will fill in the critical reading gaps and improve reading comprehension.</p> <p>Staff Responsible for Monitoring: Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Ms. D. Molby, Ms. L. Simmons-1st Grade, Mrs. J. Ramos-2nd Grade, Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal</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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<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 2: By May of 2025, 70% of all 3rd, 4th, and 5th Grade students will reach Approaches on Math, 39% of all 3rd, 4th, and 5th Grade students will reach Meets or above, and 16% of all 3rd, 4th, and 5th Grade students will reach Mastery.

High Priority





Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, 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, SCAs, Campus Common Assessments, Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers will focus on strengthening foundational math skills in all grade levels utilizing Do The Math in K-1 and I-Ready Teacher Toolkit in 2nd-5th Grade. Teachers in 5th Grade will focus on geometry as well as Do The Math.</p> <p>Strategy's Expected Result/Impact: By focusing on strengthening foundational math skills using the Do The Math and I-Ready ToolKit program across all grade levels and concentrating on geometry in 5th grade, we expect significant improvements in student performance. This targeted approach will enhance students' understanding of core mathematical concepts, leading to increased proficiency and confidence in math. Consequently, more students will reach the "Approaches," "Meets," and "Mastery" levels on the STAAR math assessment, contributing to the achievement of our academic targets by May 2025.</p> <p>Staff Responsible for Monitoring: Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 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: Regular progress monitoring and formative assessments will guide instruction and ensure students stay on track to meet the specified goals.</p> <p>Strategy's Expected Result/Impact: Regular progress monitoring and formative assessments will provide timely insights into student understanding and mastery of math concepts from K-5th grade. This ongoing evaluation will enable teachers to adjust instruction promptly, address learning gaps, and provide targeted support. As a result, students will stay on track to meet the specified goals, leading to higher achievement levels on the STAAR math assessment and ensuring consistent academic growth across all grade levels.</p> <p>Staff Responsible for Monitoring: Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal</p> <p>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
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Strategy 3 Details	Reviews			
<p>Strategy 3: Utilizing math digital resources with fidelity involves consistently integrating high-quality online tools and platforms into daily instruction. This strategy aims to enhance student engagement, provide personalized learning experiences, and offer immediate feedback, thereby supporting diverse learning needs and reinforcing math skills. Effective use of these resources will help improve overall student proficiency and performance in math, contributing to the achievement of targeted STAAR assessment goals.</p> <p>Strategy's Expected Result/Impact: Utilizing math digital resources with fidelity will lead to improved student engagement, personalized learning, and timely feedback. This strategy is expected to enhance math proficiency, address individual learning needs, and ultimately increase the percentage of students achieving "Approaches," "Meets," and "Masters" levels on the STAAR math assessment, ensuring our academic targets are met.</p> <p>Staff Responsible for Monitoring: Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal</p> <p>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
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Strategy 4 Details	Reviews			
<p>Strategy 4: Incorporating hands-on activities in math instruction involves using manipulatives, real-world problem-solving tasks, and interactive projects. This strategy aims to deepen conceptual understanding, foster critical thinking, and make learning more engaging and relevant. Expected outcomes include enhanced student comprehension, greater retention of math concepts, and increased proficiency levels, contributing to higher performance on the STAAR math assessment.</p> <p>Strategy's Expected Result/Impact: Utilizing hands-on manipulatives in math instruction yields a significant impact by enhancing conceptual understanding, fostering engagement, and promoting active learning. This approach leads to improved retention of mathematical concepts, increased problem-solving skills, and higher achievement levels on assessments such as the STAAR math test.</p> <p>Staff Responsible for Monitoring: Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal</p> <p>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
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Strategy 5 Details	Reviews			
<p>Strategy 5: The CUBES strategy will be utilized as a core instructional tool for enhancing mathematical problem-solving skills in students from 2nd to 5th grade. By guiding students to Circle the numbers, Underline the question, Box key words, Eliminate unnecessary information, and Solve the problem, CUBES will foster a systematic approach to understanding and solving word problems.</p> <p>Strategy's Expected Result/Impact: The CUBES strategy will significantly enhance students' problem-solving abilities by promoting a structured and systematic approach to word problems. By fostering active reading, critical thinking, and organized problem-solving, CUBES boosts students' confidence, accuracy, and overall mathematical proficiency.</p> <p>Staff Responsible for Monitoring: Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal</p> <p>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
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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, 62% of 5th Grade students will reach Approaches on STAAR Science, 30% of the students will reach Meets, and 15% of the students will reach Mastery.





High Priority

Indicators of Success:

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

Evaluation Data Sources: STAAR, MAP, SCAs, Campus Common Assessments, Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% proficiency in the McGraw Hill Science curriculum by ensuring that all science teachers are thoroughly trained and consistently implementing all curriculum components with fidelity. This will be accomplished through targeted professional development, ongoing support, and rigorous monitoring to maintain high standards of instructional quality.</p> <p>Strategy's Expected Result/Impact: By ensuring all science teachers are fully trained and implementing the McGraw Hill Science curriculum with fidelity, we anticipate significant improvements in student achievement. This comprehensive approach will enhance instructional quality, leading to deeper understanding, increased engagement, and higher performance in science across all grade levels.</p> <p>Staff Responsible for Monitoring: Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. C. Williams, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal</p> <p>TEA Priorities: 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: Continue to integrate interactive science notebooks in all K-5 classrooms to enhance student engagement and deepen understanding. This will be achieved through professional development for teachers, providing necessary resources, and ongoing support to ensure effective and consistent use of these notebooks in daily science instruction.</p> <p>Strategy's Expected Result/Impact: The implementation of interactive science notebooks in K-5 classrooms will foster greater student engagement, enhance critical thinking skills, and improve overall science comprehension, leading to higher academic achievement and a stronger foundation in scientific literacy.</p> <p>Staff Responsible for Monitoring: Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. C. Williams, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize I-Ready Think It Up as a supplemental resource for 5th-grade science to reinforce key concepts and provide targeted practice. This will be achieved through teacher training, integration into the existing curriculum, and regular progress monitoring to maximize its effectiveness in enhancing student learning outcomes.</p> <p>Strategy's Expected Result/Impact: Utilizing I-Ready Think It Up as a supplemental resource in 5th-grade science will improve student performance by reinforcing key concepts and providing targeted practice, leading to higher STAAR scores and overall academic achievement in science.</p> <p>Staff Responsible for Monitoring: Mrs. C. Williams-5th Grade Science Teacher, Dr. Z. Crier-Principal, and Mr. R. Whatley-Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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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, students in grades 1st-5th Reading will reach 60% growth on targets for MAP.

High Priority

Indicators of Success:

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

Evaluation Data Sources: MAP Data from BOY and EOY, I-Ready Data, SCAs, Weekly Assessments, Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct small group reading sessions to provide targeted support and instruction based on students' specific needs. Rotate students through different groups based on ongoing assessment data to address changing instructional needs.</p> <p>Strategy's Expected Result/Impact: Implementing small group reading sessions tailored to students' needs and rotating groups based on ongoing assessment data is expected to result in improved reading proficiency, increased engagement, and more personalized learning experiences. This approach will enable students to receive targeted instruction, leading to accelerated growth in reading skills and enhanced performance on assessments.</p> <p>Staff Responsible for Monitoring: Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Ms. D. Molby, Ms. L. Simmons-1st Grade, Mrs. J. Ramos-2nd Grade, Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal</p> <p>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
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Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure students read text on the higher end of their Zone of Proximal Development aims to challenge and support learners appropriately, fostering optimal growth and comprehension in their reading abilities.</p> <p>Strategy's Expected Result/Impact: The intended impact of students reading text on the higher end of their Zone of Proximal Development is to provide an optimal balance of challenge and support. By engaging with more advanced texts, students are stimulated to reach beyond their current abilities, fostering growth and deeper comprehension. This approach cultivates a dynamic learning environment where students are motivated to tackle increasingly complex material, leading to enhanced literacy skills and academic success.</p> <p>Staff Responsible for Monitoring: Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Ms. D. Molby, Ms. L. Simmons-1st Grade, Mrs. J. Ramos-2nd Grade, Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal</p> <p>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
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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 5: By May of 2025, Students in 2nd grade math, 4th grade math, and 5th grade math, will reach 60% growth targets on MAP.





High Priority

Indicators of Success:

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

Evaluation Data Sources: MAP Data from BOY and EOY, I-Ready Data, SCAs, Weekly Assessments, Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement daily instruction based on MAP premium reports, targeting specific math strategies to address individual student needs and fill in any gaps in understanding, ensuring comprehensive mastery of mathematical concepts.</p> <p>Strategy's Expected Result/Impact: Implementing daily instruction based on MAP premium reports, targeting specific math strategies to address individual student needs and fill in gaps in understanding, ensures comprehensive mastery of mathematical concepts, leading to improved student achievement and confidence in math.</p> <p>Staff Responsible for Monitoring: Ms. K. Molby, Mrs. T. Sanchez-2nd Grade Math, Mrs. M. Ross, Ms. M. Canava-4th Grade Math, Ms. P. Templin-5th Grade Math, Dr. Z. Crier-Principal, Mr. R. Whatley-Assistant Principal</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
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Offering daily high-impact tutoring and after-school sessions, aligned with STAAR and skill development, ensures that students at high approaches in 4th and 5th Grade receive targeted support, fostering continued academic excellence and mastery of advanced concepts.</p> <p>Strategy's Expected Result/Impact: Offering daily high-impact tutoring and after-school sessions for 4th and 5th Grade high-approaching students, aligned with STAAR and skill development, ensures targeted support, fostering ongoing academic excellence, and mastery of advanced concepts.</p> <p>Staff Responsible for Monitoring: Mrs. M. Ross, Ms. M. Canava, Ms. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-SPED, Dr. Z. Crier-Principal, Mr. R. Whatley-Assistant Principal</p> <p>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
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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 6: By May of 2025, students in grades 3rd and 4th Science will reach 60% or higher growth on targets for MAP. 5th Grade students will reach 75% or higher growth targets for MAP.


High Priority


Indicators of Success:


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


Evaluation Data Sources: MAP Data from BOY and EOY, I-Ready Data, SCAs, Weekly Assessments, Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize MAP Premium Reports to teach key MAP concepts during MAP Super Science Days, held twice per month. This initiative will align with adopted grade-level TEKS, ensuring focused and effective instruction that enhances student understanding and performance in science.</p> <p>Strategy's Expected Result/Impact: Implementing MAP Super Science Days, supported by MAP Premium Reports and aligned with grade-level TEKS, is expected to result in improved student mastery of MAP concepts and deeper understanding of science topics. This strategy aims to enhance academic performance, foster a stronger connection between assessment data and instructional practices, and ultimately elevate overall student achievement in science.</p> <p>Staff Responsible for Monitoring: Ms. J. Young-3rd Grade, Ms. M. Canava-4th Grade, Dr. Z. Crier-Principal, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 1: By May of 2025, 74% of 3rd Graders will reach Approaches on Reading, 40% of the 3rd Graders will reach Meets on Reading, and 15% of the 3rd Graders will reach Mastery on STAAR.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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, SCAs, Campus Common Assessments, Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Providing solid monthly training sessions for K-3rd Grade teachers on the Science of Reading ensures ongoing professional development, equipping educators with effective strategies to enhance early literacy instruction and support students' reading development.</p> <p>Strategy's Expected Result/Impact: Providing solid monthly training sessions for K-3rd Grade teachers on the Science of Reading leads to ongoing professional development, empowering educators with effective strategies to enhance early literacy instruction, resulting in improved student reading development and academic success.</p> <p>Staff Responsible for Monitoring: Dr. Z. Crier-Principal, Assistant Principal</p> <p>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

 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 2025.

Performance Objective 2: By May of 2025, 60% of all 3rd Graders will meet their MAP Reading Targeted Growth Goal.





High Priority

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: MAP Data from BOY and EOY, I-Ready Data, SCAs, HMH Weekly Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement I-Ready Reading with fidelity for 3rd graders to achieve 60% or above on MAP Targeted Growth by the end of the year. This will involve comprehensive training for teachers, regular progress monitoring, and targeted interventions to ensure personalized learning and academic success.</p> <p>Strategy's Expected Result/Impact: Implementing I-Ready Reading with fidelity among 3rd graders is expected to significantly boost MAP Targeted Growth scores to 60% or above, fostering improved reading proficiency and overall academic achievement by the end of the academic year.</p> <p>Staff Responsible for Monitoring: Ms. R. Harris-3rd Grade Teacher, Ms. J. Young-MCL, Ms. A. Dominguez-SPED, Dr. Z. Crier-Principal, Assistant Principal</p> <p>TEA Priorities: 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
	Review cells are empty			
<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 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: By the end of the academic year, increase student proficiency in using AVID strategies across all grades K-5th by 20%.





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%, 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: Classroom observations, student work samples, and teacher feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers in Grade K-5th, will engage in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) in Reading, Science, and Social Studies classes. In grades 2nd-5th will use marginal notes when reading passages within the HMH reading. Students in grades 3rd-5th will engage in quick writes. Students in 4th and 5th Grade will use Cornell Notes. K-5th Grade students will engage in Science interactive notebooks.</p> <p>Strategy's Expected Result/Impact: Students will experience increased self-esteem, problem solving skills, and awareness. Students will be more social and engage their peers in a positive manner. AVID students will also perform better on MAP and STAAR Assessments.</p> <p>Staff Responsible for Monitoring: LBJ Teachers, Aides, and Administration-School Wide</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, 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: Students in grades 3rd-5th will utilize Avid planners for organizational purposes. Teachers will be trained on the use of Avid Planners.</p> <p>Strategy's Expected Result/Impact: AVID helps students become more organized by using a planner. It also encourages students to answer higher-level thinking questions and develop college-level writing skills.</p> <p>Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, and TRT, Ms. Pamela Templin</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Avid Planners - Title One School- Improvement - \$1,300</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Students in grades 3rd-5th that are High Approaches and High Do Not Meets as base the previous year STAAR Reading and Math and current year STAAR Release-Reading and Math will engage in mandatory tutorial sessions during High Impact Tutoring sessions and after school. Students in grades K-2nd that are in orange and yellow on MAP BOY Reading and Math will be required to attend tutorials.</p> <p>Strategy's Expected Result/Impact: These students will show at least one years' worth of growth on STAAR or MAP.</p> <p>Staff Responsible for Monitoring: All teachers on campus and administration.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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 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: By May of 2025, L.B. J. Elementary school attendance gains will increase from 1.5 to 1.7.

High Priority


Indicators of Success:


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

Evaluation Data Sources: Daily, Weekly, Monthly Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that all students with 18 or more absences from the previous school year attend a mandatory meeting with their parents, where consequences of low attendance rates are clearly communicated.</p> <p>Strategy's Expected Result/Impact: Conducting mandatory meetings for students with 18 or more absences and their parents will raise awareness about the consequences of low attendance, fostering improved attendance rates and enhancing overall academic success.</p> <p>Staff Responsible for Monitoring: K-5th Grade Teachers and Parents, Ms. J. Rivera-Attendance Clerk, Dr. Z. Crier-Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Document students with truancy issues in Eduphoria every four weeks and proactively reach out to parents of those students to address concerns and collaboratively develop strategies for improving attendance.</p> <p>Strategy's Expected Result/Impact: Regular documentation of students with truancy issues in Eduphoria and proactive communication with parents will lead to increased awareness, support, and interventions aimed at improving student attendance and overall academic performance</p> <p>Staff Responsible for Monitoring: K-5th Grade Teachers and Parents, Ms. J. Rivera-Attendance Clerk, Dr. Z. Crier-Principal, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

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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.

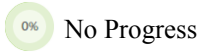
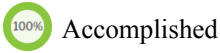
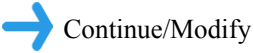

Performance Objective 3: By December of 2024, L.B.J. Elementary School will increase its PTA membership from 67 members to 87 or more members.

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: PTA Membership Rosters

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve LBJ Elementary School PTA membership by offering incentives to classes where 60% or more parents enroll in PTA. This initiative aims to foster community engagement, strengthen school-parent partnerships, and enhance support for student success through increased parental involvement.</p> <p>Strategy's Expected Result/Impact: By incentivizing classes with high PTA enrollment, LBJ Elementary School expects to cultivate stronger school-community relationships, enhance parental engagement in school activities, and ultimately enrich the educational experience and support for all students.</p> <p>Staff Responsible for Monitoring: Mrs. T. Wooldridge, P.T.A. President</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May





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 4: Starting in August of 2024, all students will be synched into the Focus Behavioral Management System. Students will be awarded points based on Excellence, Respect, Self-Management, and Attendance. Students that earn points will be allowed to shop at the L.B.J. Elementary School Student Store in November, February, May. Students in 3rd-5th Grade that meet specific criteria will be allowed to attend field trips.

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%, 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: Disciplinary Reports, Focus Behavioral Management System Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: All LBJ students will have a Live School orientation conducted within the 1st week of school. Parents will be emailed a video on the program as well as classes on Live School during the 1st 4 weeks of school. 85% of parents will be connected to Live School</p> <p>Strategy's Expected Result/Impact: There will be a decrease in negative student behaviors on campus</p> <p>Staff Responsible for Monitoring: All teachers, staff, parents, and students</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</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>				