Ector County Independent School District

District Improvement Plan

2016-2017 Goals/Performance Objectives/Strategies

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Vision

We embrace the vision of 4 Non-negotiables:

Academic Excellence
College & Career Readiness
Safe & Supportive Learning Environment
Purposeful, Timely, Two-Way Communication

Core Beliefs

We believe that...

Each person has inherent worth and unique strengths.
Curiosity and learning are natural and grow without limit given stimulation and nurturing.
People are interdependent.
Each individual has a responsibility to add value to self and community.
Individuals are accountable for their choices and actions.
Education creates opportunity and opportunity creates a better world.
Progress improves and adds value to human life.
Fear limits life's potential; courage inspires living.
There is a difference between right and wrong.
Values learned at home affect a lifetime.
Leadership is influence; everyone is a leader.

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Goals

Goal 1: Our actions will support the non-negotiable of Academic Excellence. (BG-1)

Performance Objective 1: Bilingual will move from stage 4 to stage 3.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Elementary: Monitor implementation and effectiveness of the Bilingual late-exit maintenance program, fully implement the new linguistic sequence and ensure fidelity to the time and treatment structures district-wide. Secondary: Provide Secondary Master Schedule parameters to ensure English Language Learners (ELL) students are served by a certified teacher and sheltered instructional practices are used in the classroom to support listening, speaking, reading and writing skills in order to ensure students develop one year's growth in language acquisition.	Executive Director of Bilingual & English (BE) as a Second Language (ESL), Bilingual & ESL Specialists and Coordinators.	Monitor Bilingual Classroom Schedules to reflect the time treatment. Fidelity to the instructional time allocated for each content. English Language Development in all Bilingual Classrooms for the required 45 minutes a day. Disaggregate current data, determine areas of needs and successes by campus, grade level, and student SEs.				
2) ECISD BE & ESL Department will provide professional development opportunities for BE & ESL teachers to ensure the use of effective instructional practices in the Bilingual and ESL classroom to include ongoing training on sheltered instruction and English Language Proficiency Standards (ELPS) training.	Executive Director of Bilingual & ESL, Bilingual & ESL Specialists and Coordinators and Campus Principals.	Walk-through instructional instrument reflects use of interactive instructional practices and ELL assessment data. Balanced Literacy Support in the BE & ESL classrooms. Guided Math K-5 implementation in the Bilingual Classroom				
3) The BE & ESL Department will provide training and monitoring on the Language Proficiency Assessment Committee (LPAC) process and LPAC compliance documents to ensure that all ELLs students are served according to State and Federal guidelines.	Executive Director of Bilingual & ESL, Bilingual & ESL Specialists and Coordinators, Campus LPAC Administrator and Lead Teacher.	Bilingual and ESL Department Periodic Audits.				

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Goal 1: Our actions will support the non-negotiable of Academic Excellence. (BG-1)

Performance Objective 2: Special Education will move from stage 4 to stage 3.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) The ECISD Special Education Department will provide staff development and modeling opportunities to support Co-Teaching/ Inclusion.	ECISD Special Education Department Director, Coordinators, District Leaders and support personnel.	Staff development sign-in sheets, classroom walkthrough documentation, staff development feedback forms				
2) The ECISD Special Education Department will provide staff development and modeling opportunities to support positive behavioral interventions.	ECISD Special Education Department Director, Coordinators, District Leaders and support personnel.	Staff development sign-in sheets, end of year discipline report, classroom walkthrough documentation, staff development feedback forms				
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) The ECISD Special Education Department will provide staff development and modeling opportunities to support appropriate goal setting/ writing and Individualized Education Program/Admission, Review and Dismissal (IEP/ARD) process.	ECISD Special Education Department Director, Coordinators, District Leaders and support personnel.	Staff development sign-in sheets, ARD documentation within special education software; staff development feedback forms				
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Goal 1: Our actions will support the non-negotiable of Academic Excellence. (BG-1)

Performance Objective 3: We will decrease the accountability GAPS between ECISD and the State by 5% in each State assessed area.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Secondary students will be offered additional supports to help remove barriers to success. School supplies, clothing items, enrollment assistance, transportation, free lunch and community referrals will be provided through the Community Outreach Center.	Lead Social Worker, Secondary Operations, District Operations	Accountability performance gap will decrease between all students and Title I Part A secondary students by 5%.				
2) Secondary student enrollment will be monitored on a weekly basis. Drop outs will be offered a flexible drop out/credit recovery program at the Community Outreach Center. Students will have tutoring and credit recovery in a small environment with a teacher to student ratio not to exceed 1-10. Odyssey Ware will be utilized for the credit recovery. Study Island will be used to supplement learning.	Lead Social Worker, Homeless Specialist, Secondary Operations, District Operations, Instructional Technology, Curriculum Department	Accountability performance gap will decrease between all students and Title 1 Part A secondary students by 5%.				
3) Teachers and Administrators will be notified at each grading cycle of which students in their classrooms have been identified as Title I Part A (McKinney Vento) students. Teachers of these students will review individual Eduphoria data with their campus administrators and offer support and tutoring according to weak areas identified.	Lead Social Worker, Campus Principals, Teachers of Title I Part A students, Elementary and Secondary Operations, Campus Administrators	Accountability performance gap will decrease between all students and Title 1 Part A secondary students by 5%.				
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Goal 1: Our actions will support the non-negotiable of Academic Excellence. (BG-1)

Performance Objective 4: All K-5th grade students will improve their reading mastery a minimum of one year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Utilize balanced literacy/guided reading to improve instruction for all students.	Cucriculum and Instruction (C&I), Campus Administrators	iStation data, the State of Texas Assessments of Academic Readiness (STAAR) data, data mats, Guided Reading Walk-Through forms				
2) Utilize iStation and response to intervention (RTI) program to ensure that all students are progressing towards Tier 1 classification.	C&I, Campus Administrators, Elementary Operations	Progressive data from each program, time on task data, Tier 1,2,3 classifications				
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Goal 1: Our actions will support the non-negotiable of Academic Excellence. (BG-1)

Performance Objective 5: All 6-8th grade students will improve their reading mastery a minimum of one year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Utilize balanced literacy/guided reading to improve instruction for all students.	C&I, Campus Administrators, Secondary Operations	iStation data, STAAR data, data mats, Guided Reading Walk-Through forms				
2) Utilize iStation and RTI intervention program to ensure that all students are progressing towards Tier 1 classification.	C&I, Campus Administrators, Secondary Operations	Progressive data from each program, time on task data, Tier 1,2,3 classifications				
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Goal 1: Our actions will support the non-negotiable of Academic Excellence. (BG-1)

Performance Objective 6: All K-5 grade students will improve their math mastery a minimum of one year.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Utilize guided math to improve instruction for all students.	C&I, Campus Administrators	Think Through Math data (3-5), STAAR data, Guided Math Walk-Through forms, Unit Assessments, Pearson topic checkpoint data				
2) Utilize Think Through Math and RTI intervention program to ensure that all students are progressing towards Tier 1 classification.	C&I, Campus Administrators, Elementary Operations	Progressive data from each program, time on task data, Tier 1,2,3 classifications				
3) Provide job embedded professional development using webinars, a Math Consultant, and provide opportunities to attend Math Professional Institutes to increase knowledge of math concepts.	C & I, Region 18	Guided Math walk through forms, STAAR data, Unit Assessments, Teacher Feedback				
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Goal 1: Our actions will support the non-negotiable of Academic Excellence. (BG-1)
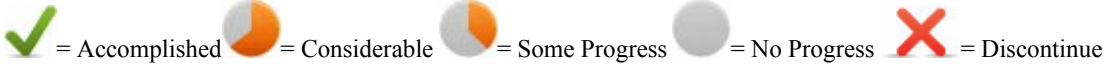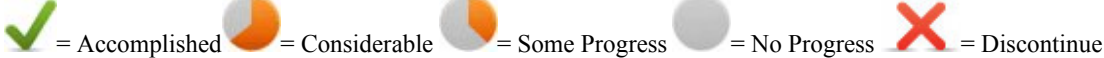
Performance Objective 7: All 6-8th grade students will improve their math mastery a minimum of one year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Support math teachers in the use of Texas Essential Knowledge and Skills (TEKS) Resource System to improve instruction for all students.	C&I, Campus Administrators, Secondary Operations	Think Through Math data (6-8), STAAR data, Unit Assessments,				
2) Utilize Think Through Math and RTI intervention program to ensure that all students are progressing towards Tier 1 classification.	C&I, Campus Administrators, Secondary Operations	Progressive data from each program, time on task data, Tier 1,2,3 classifications				
3) Provide job embedded professional development using webinars, a Math Consultant, and provide opportunities to attend Math Professional Institutes to increase knowledge of math concepts.	C & I, Region 18	Walk through forms, STAAR data, EOC, Unit Assessments, Teacher Feedback				
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Goal 1: Our actions will support the non-negotiable of Academic Excellence. (BG-1)

Performance Objective 8: AVID strategies: each campus will implement appropriate grade level note taking processes across all content areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) AVID Site Team will offer continuous professional development (PD) over focused Note taking skills(beginning of year, during professional learning communities (PLC's), On Demand Videos on Advancement Via Individual Determination (AVID.org), writing, inquiry, collaboration, organization, and reading (WICOR) Wednesdays...	C&I, Director of AVID, District and Campus Instructional Leaders, AVID Coordinators	Certification Self-Study information, Data, Observations using AVID Coaching Tool, Lesson plans, Samples of Notes (monthly) from each core teacher submitted to Campus Instructional Leaders, AVID PD agendas				
2) Instructional Leaders will model the use of note-taking skills during all meetings and PD sessions.	Director of AVID, District and Campus Coordinators and Instructional Leaders	Lessons, student work samples, note-taking samples from the meetings and PD sessions				
3) Administrators and AVID Site Team will establish and communicate clear note taking expectations.	AVID Site Team, Principals, Director of AVID, District and Campus Coordinators and Instructional Leaders	Lessons, Note Samples, Grades for notes, Note Taking Rubric, AVID Coaching/observation tool				

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Goal 1: Our actions will support the non-negotiable of Academic Excellence. (BG-1)

Performance Objective 9: AVID Strategies: Each site will implement a consistent process for developing student organization skills, appropriate for each grade level.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Schoolwide AVID: Implement a consistent tool for organization across the entire campus in which students are required to keep for all classes/subjects for easy access to planners, classwork, homework and any other records.	Campus Leaders, AVID Site Team, AVID Coordinator, AVID Director	Samples of organization tools, binder grade sheets, binder contents check-off sheet, general binder requirements, binder alerts				
2) AVID Site Team will provide continuous AVID PD over Organization Skills.	Campus Leaders, AVID Coordinator, site team, AVID Director	PD agendas, sign in sheets				
3) Administrators and AVID Site Team will set clear, consistent expectations for required implementation of schoolwide AVID organization strategy.	Campus Leaders, AVID site team, AVID Coordinator, AVID Director	Binder grade sheets, binder rubric, binder requirements				
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Goal 1: Our actions will support the non-negotiable of Academic Excellence. (BG-1)

Performance Objective 10: BE/ESL will move from stage 1 to 0 for Annual Drop Out Rate and Recommended High Shool Plan/Distinguished Achievement Program (RHSP/DAP) Diploma Rate.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) BE/ESL secondary students will be offered additional supports to help remove barriers to success. School supplies, clothing items, enrollment assistance, transportation, and community referrals will be provided through the Community Outreach Center.	Lead Social Worker, BE/ESL Interventionist Specialist,Secondary Operations, Curriculum Department, District Operations	Accountability performance gap will decrease between all students and BE/ESL secondary students by 5%. Each 6 week grade and attendance reports.				
2) BE/ESL secondary student enrollment will be monitored on a weekly basis. Drop outs will be offered a flexible drop out/credit recovery program at the Community Outreach Center. Students will have tutoring and credit recovery in a small environment with a teacher to student ratio not to exceed 1-10. Odyssey Ware will be utilized for the credit recovery. Study Island will be used to supplement learning.	Lead Social Worker, BE/ESL Interventionist Specialist, Secondary Operations, Curriculum Department, Instructional Technology,	Accountability performance gap will decrease between all students and BE/ESL secondary students by 5%. Each 6 week grade and attendance reports.				
3) BE/ESL secondary students will have their graduation plans reviewed at each grading cycle. Campus principals and counselors will be reminded to not automatically lower the student's graduation plan.	Lead Social Worker, BE/ESL Interventionist Specialist, Campus Administrators, Secondary Operations	Accountability performance gap will decrease between all students and BE/ESL secondary students by 5%. Each 6 week grade and attendance reports.				
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Goal 2: The TEKS Resource System will be implemented with consistency and fidelity. (BG-3)

Performance Objective 1: Community members of Ector County will have access to TEKS Resource System.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Community Members/Parents can access TEKS Resource System using the online parent portal.	C&I, District Administration	ECISD District and Campus Website, establish baseline number of usage hits for the site				
2) Community Members/Parents can attend informational meetings to learn how to access/navigate the TEKS Resource System website.	Campus Principal, C&I, District Administration	Sign in sheets at the campus trainings provided, establish a baseline number of usage hits for the website				
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Goal 2: The TEKS Resource System will be implemented with consistency and fidelity. (BG-3)

Performance Objective 2: 100% of all staff will be trained in TEKS Resource System in English Language Arts (Reading and Writing), Math, Science, and Social Studies.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Training will be available throughout the summer and fall 2016.	C & I, Region 18	Sign in sheets, Teacher log-in data				

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Goal 2: The TEKS Resource System will be implemented with consistency and fidelity. (BG-3)

Performance Objective 3: All staff who teach ELAR, Math, Science, and/or Social Studies will understand and utilize all TEKS Resource System documents.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Introduce TRS using informational meetings.	C & I, Campus Administrators	Sign in sheets, surveys in Eduphoria, and Meeting Agendas				
2) Ongoing implementation support of TEKS Resource System through PLC Meetings, After the Bell Sessions, and Summer Professional Development.	C & I, Campus Administrators, District Administration	Agendas, Sign in sheets, Teacher log in data, lesson plans				
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Goal 2: The TEKS Resource System will be implemented with consistency and fidelity. (BG-3)

Performance Objective 4: Utilization of the TEKS Resource System unit assessments to determine appropriate pacing in the classroom.

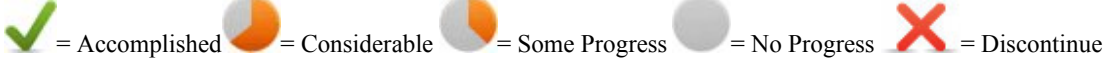| Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Unit Assessments will be utilized for English Language Arts and Reading (ELAR), Math, Science, and Social Studies according to the district created assessment timeline.	C&I, Campus Principals, District Administration	Eduphoria Data for Assessments, Teacher log in data, PLC Agendas (data)				
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Goal 3: Our actions will support the non-negotiable of Safe and Supportive Learning Environment. (BG-2)

Performance Objective 1: District approved positive behavior management programs will be used in 100% of classrooms.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) All Conversation Help Activity Movement Participation and Success (CHAMPS) Campus Site Teams will participate in a CHAMPS/Positive Behavior Interventions and Support Based (PBIS) Refresher training and communicate expectations to all campus members.	Campus Administration, Director of Professional Development, CHAMPS trainers, Secondary and Elementary Operations, Curriculum Department, District Operations, Counseling Department, CHAMPS Site Team Members	PD Agenda, Sign-in sheets, CHAMPS Handouts, Meeting Agendas				
2) Campuses will use CHAMPS Strategies in the hallways and classrooms, as outlined in the Structure Teach Observe Interact and Correct (STOIC) checklist.	Campus Administration, CHAMPS Site Team Members, Director of Professional Development	PD Agenda, CHAMPS strategy posters/handouts posted in halls/classes, elements outlined in STOIC checklist visible in halls/classes, Lesson Plans				
3) Learning Walks and/or Implementation Surveys will be performed at every campus monthly by campus and district personnel.	Campus Administration, CHAMPS Site Team Members, Director of Professional Development	Learning Walk data, Implementation Survey results				
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Goal 3: Our actions will support the non-negotiable of Safe and Supportive Learning Environment. (BG-2)

Performance Objective 2: Baseline numbers for behavior management program outcomes.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Campuses will receive CHAMPS/PBIS professional development based on current needs and degree of implementation of CHAMPS.	Director of Professional Development, Campus Administration, CHAMPS trainers, Secondary and Elementary Operations, Curriculum Department, District Operations, Counseling Department, CHAMPS Site Team Members	CHAMPS Needs Assessment Survey results, PD Agenda				
2) CHAMPS professional development training will be differentiated for elementary and secondary campuses to meet unique needs.	Director of Professional Development,Campus Administration, CHAMPS trainers, Secondary and Elementary Operations, Curriculum Department, District Operations, Counseling Department, CHAMPS Site Team Members	PD Agendas, PD presentations/handouts				
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Goal 4: Our actions will support the non-negotiable of Purposeful, Timely, Two-Way Communication. (BG-1,2)

Performance Objective 1: Baseline participation numbers for Community Action Network.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Every principal will provide a minimum of 3 parents who have indicated willingness to serve.	Superintendent, Principals	Increased number of active participants				
2) Every member will receive a reminder postcard the week of the meeting.	Superintendent	Log of postcards sent, increased participation				
3) Every member will receive a reminder phone call the day before the meeting.	Principals	Log of phone calls made, increased participation				
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Goal 4: Our actions will support the non-negotiable of Purposeful, Timely, Two-Way Communication. (BG-1,2)

Performance Objective 2: Baseline participation numbers for CCIS.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Every campus will provide both a representative and alternate to serve on the Communication Council for Instructional Staff (CCIS).	Principals	List of two names from each campus provided to Public Information Officer				
2) Communications office will send out a reminder the Friday before the meeting.	Public Information Officer	Log of emails sent to representatives and alternates kept				
3) Campus will send out a reminder to rep. and alternate the day of the meeting.	Campus Admin.	Copy of email to Public Information Officer				
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Goal 4: Our actions will support the non-negotiable of Purposeful, Timely, Two-Way Communication. (BG-1,2)

Performance Objective 3: Increase community participation at campuses.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Every campus will keep a count of parents and community members who attend every event.	Campus Administration	Counts provided to Elementary and Secondary Operations Offices				
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Goal 4: Our actions will support the non-negotiable of Purposeful, Timely, Two-Way Communication. (BG-1,2)

Performance Objective 4: Baseline numbers for VIPS

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Volunteers in Public Schools (VIPS) Department will show growth of 5% over the previous five year average of active volunteers.	VIPS Coordinator	VIPS monthly and end of year reports				
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Goal 5: Our actions will support the non-negotiable of College and Career Readiness (BG-1,2,3)

Performance Objective 1: Increase performance on College Readiness exams.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Students will show an increase of 10% over prior year who score above the national mean on college entrance exams (2014-15 SAT: 119) (2014-15 ACT: 188).	Director of Advanced Academic Services, Curriculum and Instruction, Secondary Operations, IB Lead Teacher, AP Coordinators	College Board Data/ACT Data (including state and national mean scores).				
Students will show an increase of 10% over prior year who score a (3) or better on College Board Advanced Placement (AP) Exams (2015 - 273 exams).		College Board Data; AP exam scores.				
IB diplomas granted will increase by 10% over prior year. (2015 - 10)		IB Data; IB Diplomas granted for years 2011 - Present. Information Systems course enrollment.				
Each year, IB course enrollment (11th & 12th grade) will increase over prior year. (122)						
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Goal 5: Our actions will support the non-negotiable of College and Career Readiness (BG-1,2,3)

Performance Objective 2: Determine the educational space and educators needed to accommodate anticipated increase in Career and Technology Education (CTE) course requests due to the endorsement provision of House Bill 5.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Endorsement analysis (to determine anticipated course requests).	Executive Director, CTE Assistant Superintendent	Endorsement report				
2) Evaluate current physical plant and compare to needs identified in the endorsement analysis. Design physical plant to address the identified needs.	Executive Director, CTE Assistant Superintendent, Secondary Education Chief Operations Officer	Physical plant analysis report and physical plant design				
3) Evaluate current staffing and compare to needs identified in the endorsement analysis. Provide staffing proposal to address the identified needs.	Executive Director, CTE Assistant Superintendent, Secondary Education Chief Human Resources Officer	Staffing analysis report and staffing proposal				
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Goal 5: Our actions will support the non-negotiable of College and Career Readiness (BG-1,2,3)

Performance Objective 3: Increase CTE licensure and certification pass rates by 5%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	June
1) Collaborate with CTE instructional staff regarding test results and curriculum.	Executive Director, CTE Assistant Superintendent, Secondary Education	Comparison of 2015-16 licenses issued and certifications obtained.				
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State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	The ECISD Special Education Department will provide staff development and modeling opportunities to support Co-Teaching/ Inclusion.
1	2	3	The ECISD Special Education Department will provide staff development and modeling opportunities to support appropriate goal setting/ writing and Individualized Education Program/Admission, Review and Dismissal (IEP/ARD) process.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	The ECISD Special Education Department will provide staff development and modeling opportunities to support Co-Teaching/ Inclusion.
1	2	3	The ECISD Special Education Department will provide staff development and modeling opportunities to support appropriate goal setting/ writing and Individualized Education Program/Admission, Review and Dismissal (IEP/ARD) process.