

Ector County Independent School District

DAEP

2019-2020 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

The Alternative Education Campuses are committed to supporting our Board of Trustees goals. In order to accomplish our goals, the following support services will be offered during the 2019-2020 school year: Support implementation of instructional strategies and ensure interventions and accommodations are implemented for each student served. Core Teacher Professional Development for at risk strategies: All campuses will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. TAKS/EOC Course Remediation Teacher

1. Provide support and early interventions for students who are at risk for failure to include:

- Supplemental academic remediation teachers
- Reading Coaches to identified high need campuses
- Tutoring:
 - At Risk Tutoring will be provided through the Odyssey/ware (credit recovery) program to assist students who are behind in credits. The students will be offered after school tutoring.
- Supplemental Dyslexia Intervention teachers
- Credit Recovery opportunities utilizing technology: Struggling students will receive prompt support to recover credits for grading cycles which represent 6 week intervals.
- Leverage technology through ongoing assessment and recovery through STRIDE: LTS Stride software will provide intervention on learning gaps the students may have in core subject areas; with a concentration on Math and Reading.
- Class size reduction teachers for identified grade areas
- Summer Program Services: Summer school for EOC STAAR Assessments and credit recovery for targeted grades.
- AVID: Implement organizational tools such as daily planner and binder. Utilize three-column notes format for vocabulary development, grouping information, and making text connections. Model Cornell notes and marking the text to emphasize important details and summary.
 - AVID Coaches: Former 5th grade AEP students will be provided a coach at their secondary school. Services are structured monthly.
- DAEP services: Provide a structured, learning environment focused on high academic standards and positive therapy based interventions to develop student character.
- Supplemental instructional materials in reading, phonics & language arts, math, science and social studies
- Ensure that our supplemental curriculum is effective, aligned to TRS (TEKS Resource Systems) and based on effective, research based instructional methods

- Service delivery models which ensure students receive instruction in the least restrictive environment

2. Address the social/emotional needs of targeted populations through staff support and programs

- Social workers
- Supplemental student assistance counselors: SAS counselors are an integral part of drop-out prevention and campus transition program. In conjunction with Community Outreach Center, teachers and administrators intervention will be tailored for their scholastics success.
- Communities in Schools: CIS will provide multi-level support to students, faculty and staff. They will manage a case load of 100 students during the academic year in which they will monitor grades, attendance, discipline and social emotional behavior to ensure the students are acclimating to the school environment and have the resources necessary to feel part of the school culture. The CIS will also foster parent contacts to provide connection between home and school, while providing business and community resources and support for all students at AEC. CIS will furthermore, assist with "Phoenix Challenge", In Her Shoes, attendance incentives, career fest and securing resources for Thanksgiving feast.
- Coca Cola Valued Youth Programs
- Drop out prevention specialists:
- TRAC: Teen Pregnancy/Parent Services: Student pregnancy services for mother and father.
- Community Outreach Center: Social workers serve all ECISD schools by providing the following services to At-Risk students with academic and social concerns.
 - Work with school personnel to identify and monitor at risk students with attendance problems and or social-economic needs
 - Assist families in obtaining clothing, food, shelter, utilities and other basic needs
 - Work with parents to enhance parenting skills and connect them with area social service agencies
 - Work through the court system to enforce school attendance laws and provide credit recovery
 - Maintain an up to date knowledge of state \ federal laws regarding child welfare
- Title One Homeless Specialist
- Behavior Specialists
- DAEP Guidance Counselor: Counselor will provide academic and guidance counseling services to ensure all students are on track through their Individualized Graduation Plans. They will also audit transcripts to alleviate duplication, make up credits, and place in correct course sequence for graduation. The master schedule will be designed by the guidance counselor based on the needs of student course work.

3. Address hiring and retaining a highly effective teacher/ administrator work force:

- Recruit the best teachers & administrators possible by attending multiple education job fairs- to include in state, out of state, out of country recruiting
- Develop pool of administrative hopefuls through Aspiring Leaders Academy and build the capacity of assistant principals through the AP Academy
- Provide job embedded professional development to current workforce to support best practice
- Offer competitive pay, including additives for high need areas
- Address housing shortage
- Provide campuses with secondary campuses with Campus Curriculum Facilitators, and/or Instructional Coaches at all elementary-high school campuses to model best practice instruction and support campus teachers and administrators.
- Train & support long term subs on best practice solutions to assist campuses with open positions.

- Provide In-Home Trainer, which models best practice and instructional support for teachers and parents.
- Provide support to inexperienced teachers
- Provide mentors for first year teachers
- Provide training to teachers in sheltered instruction support, student engagement, and other professional development offerings that address research based- effective strategies.
 - Sheltered Instruction Support and Professional Development: District personnel will train all teachers in SIOP model. Language domains will be reinforced to demonstrate content area examples to ensure students are meeting or exceeding English language development. ESL teachers will also be monitored to provide instructional support.
- Provide professional development to AEC administrators focused on district incentives such as Professional Learning Communities, CHAMPS, Number Talks, TEK analysis, and data desegregation. Administrators will participate in the TAAE conference to acquire new information on Alternative Education Schools Best practices. Other professional development opportunities will be attended as needed for school improvement.

4. Support special education services through state and federal funds targeted at the following:

Special education teachers will implement district operating guidelines to provide inclusion support and/or resource services as directed by student IEPs and ARD minutes. Students will also be tested if needed to determine support services. Stetson training and methodologies will be provided for teacher instructional support. Sped teachers will be given stipends according to services with students and support roles. The stipend will be determined by HR.

- Speech pathology stipends
- Provide occupational/ physical therapist, and OT/PT assistants
- Special Education Testing
- Special Education Transportation
- Special education instructional support staff
- Special education supplemental instructional and support materials
- Professional development targeted to students with disabilities

5. Support and improve Career & Technology through the following:

- Furniture & Equipment such as gases, welding rods, metal, etc.
- CTE teaching materials
- CTE Textbooks
- Update outdated equipment such as computers, printers, 3D printers, aerospace equipment, etc.
- CTE software
- Teacher & Student travel such as CT Student Organizations, travel such as BPA, SkillsUSA, FFA, and FCCLA
- Professional learning for teachers and staff
- Certifications & Licensure fees for students

6. Support GT students through supplemental state GT funds in the following areas:

- Part time GT teacher support
- Princeton Review teacher and materials
- CAMP SIP Summer Program
- GT supplemental instructional materials
- GT COGAT testing materials
- AP Exams
- PSAT 8/9, PSAT-NMSQT, SAT School day
- GT Curriculum & Staff Development
- Instructional Leadership of program
- Decathlon Participation

7. Utilize HS Allotment funds to support the following college and career readiness programs:

- AVID
- AVID Membership fees
- AVID tutors
- AVID training
- AVID supplies and materials
- APIB Teachers
- Go Center Counselors
- AVID college field trips
- AVID teachers/ coordinator

8. Equip each campus with standardized instructional technology tools, support and training on how to utilize these solutions on campus and provide supplemental technology as appropriate to identified campuses.

- Provide support for supplemental technology purchased by campuses to include teacher training on best practices: Every instructional classroom is outfitted with standardized technology equipment. Technology specialist will provide campus trainings on programs that will support data analysis, track interventions, and enhance student academic levels.

9. Partner with our parents and community often to build an interdependent partnership with them.

- Engage parents through relevant training opportunities that support them and their children
- Provide language training
- Provide Parent training programs, such as Parenting Partners

Demographics

Demographics Summary

Demographics Summary

Secondary: Historical Data Student & Teacher Information

DAEP Placements

Year	Total	LEP	Eco. Dis.	SPED	AA	Hispanic	2 or More	White
2019								
2018	659	32	425	34	58	467	7	121
2017	521	25	324	30	45	353	5	114
2016	505	27	304	39	43	377	3	82
2015	498	19	281	33	27	390	4	68
2014	407	13	245	27	31	302	5	68

The majority of the ECISD student population is Hispanic which has grown from 72% to 76% in 5 years and is above the state average. The white student population is decreasing and falling at a comparable ratio to the Hispanic growth. The economically disadvantaged student population is growing and could increase as economic changes occur. The percentage of identified economically disadvantaged students impacts State Accountability measures, specifically Domain 2B. The African American student population is below state average and stagnant in growth.

Alternative Education Center Recidivism Rates

Year	Count	Percentage
2019		
2018	110	16.7%
2017	81	15.5%
2016	69	13.7%
2015	68	13.6%
2014	69	17%

Averaged 72 from 2014 - 2017. In 2018, there was a 41 point increase.

Attendance Rates

	2014	2015	2016	2017	2018
Total Expulsions	19	33	42	31	54

Number and Percent of Teacher

Year	AEC		ECYC	
	Teachers	Instructional Aides	Teachers	Instructional Aides
2020				
2019				
2018	23	1	16	0
2017	26	2	17	0
2016	27	2	21	0
2015	25	1	20	0
2014	24	2	13	0

Employees Retention (FTEs) Percentages

Year	AEC			ECYC		
	Administrator	Teachers	Instructional Aides	Administrator	Teachers	Instructional Aides
18/19 to 19/20						
17/18 to 18/19	0%	73.91%	100%	100%	68.75%	0%
16/17 to 17/18	100%	66.67%	0%	100%	57.14%	0%
15/16 to 16/17	100.00%	84%	100%	100%	75%	0%
14/15 to 15/16	66.67%	50%	0%	66.67%	53.85%	0%

Payroll Costs

Year	AEC	ECYC
2020		

2019	2,353,640	268,205
2018	2,286,035	154,918
2017	2,165,180	180,409

Payroll has increased due to additional instructional staff members.

Teachers by Years of Experience

AEC					
Year	Beginning	1 – 5 Years	6 – 10 Years	11 – 20 Years	Teachers w/ Masters
2019					
2018	4.35%	39.13%	8.70%	47.83%	21.74%
2017	23.08%	23.08%	7.69%	46.15%	19.23%
2016	11.11%	25.93%	11.11%	51.85%	14.81%
2015	16%	20%	12%	52%	12%
2014	8.33%	25%	12.50%	54.17%	12.50%
ECYC					
Year	Beginning	1 – 5 Years	6 – 10 Years	11 – 20 Years	Teachers w/ Masters
2019					
2018	0%	43.75%	6.25%	50%	18.75%
2017	11.76%	35.29%	5.88%	47.06%	11.76%
2016	9.52%	28.57%	9.52%	52.38%	9.52%
2015	10%	20%	10%	60%	5%
2014	7.69%	30.77%	7.69%	53.85%	15.38%

Elementary: Historical Data Student & Teacher Information

DAEP Placements and Demographics

Year	Total	EL	Eco. Dis.	SPED	AA	Hispanic	2 or More	White
2019	52	2	35	8	5	25	3	11
2018	24	5	23	1	4	18	0	2
2017	34	4	28	6	5	20	1	7

2016	26	1	24	9	7	15	1	3
2015	70	10	54	7	7	44	1	18
2014	62	4	48	6	3	39	1	19

Grade	Total Placements	Repeat Placement	Total Expulsions	504	Male	Female
Kinder	1	0	0	0	1	0
1	1	0	0	0	1	0
2	5	1	0	0	5	0
3	10	2	0	0	9	1
4	11	0	1	1	10	1
5	24	5	2	1	24	0
Total	52	8	3	2	50	2

Number of Faculty

Year	Teachers	Instructional Aides	Administrator
2019	2	2	1
2018	2	2	1
2017	2	2	1
2016	2	2	1
2015	2	2	1
2014	2	2	1
2013	2	2	1

Demographics Strengths

Attendance Rates

AEC							
Year	Campus	H	W	EcoDis	Special Ed	Female	
2020							
2019	82.0%	81.4%	84.5%	80.1%	83.3%	81.5%	

AEC						
2018	80.7%	80.4%	78.5%	78.5%	81.7%	78.1%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationship with adults on campus. **Root Cause:** Students at AEC/ECYC are placed due to severe behavior therefore leading to academic challenges.

Student Achievement

Student Achievement Summary

Grade/Subject	Percent Score	Approaches, Mets, Masters
3 rd Math	50%	38/13/13
3 rd Reading	43%	29/14/14
4 th Math	51%	36/27/0
4 th Reading	50%	36/18/18
4 th Writing	43%	45/18/0
5 th Reading	50%	47/6/0
5 th Reading Spanish	66%	100/0/0
5 th Math	48%	47/6/6
5 th Math Spanish	25%	0/0/0
5 th Science	52%	33/7/0
5 th Science Spanish	44%	0/0/0
6 th Math	31%	25/8/0
6 th Reading	36%	8/0/0
7 th Math	27%	9/6/0
7 th Reading	37%	12/6/0
7 th Writing	39%	23/0/0
8 th Reading	40%	20/7/0
8 th Math	33%	20/7/0
8 th Science	35%	12/0/0
8 th Social Studies	27%	6/0/0
English I	33%	5/0/0
Algebra I	28%	14/0/0
Biology	43%	55/27/0
English II	40%	15/15/0
US History	68%	86/57/43

Math 18-19	Total Students	M1	M2	M3	M4	M5
3rd grade	8	54.69%	44.23%	46.43%	62.50%	
4th grade	11	53.54%	48.76%	46.36%	63.64%	

5th grade	17	61.76%	48.44%	40.52%	44.12%	
5th Spanish	1	0%	35.29%	22.22%	25%	
6th grade	12	36%	27%	28%	33%	
7th grade	33	29%	28%	24%	30%	
8th grade	15	27%	37%	30%	34%	
9th Algebra I	22	34%	23%	28%	31%	26%
Science 18-19	Total Students	S1	S2	S3	S4	S5
5th Science	15	51.11%	58.33%	46%	52.78%	
5th Spanish	1	33.33%	50%	50%	41.67%	
8th Science	17	36%	29%	36%	38%	
Biology	11	36%	41%	48%	39%	51%
Social Studies 18-19	Total Students	SS1	SS2	SS3	SS4	
8th Social Studies	17	26%	28%	29%	27%	
US History	7	70%	68%	61%	71%	

Reading 18-19	Total Students	R1	R2	R3	R4	R5	R6
3rd grade	7	48.57%	43.81%	39.80%			
4th grade	11	51.14%	46.67%	52.45%			
5th Grade	17	58.09%	45.96%	50%			
5th Spanish	1	62.50%	75%	57.14%			
6th grade	12	46%	32%	34%			
7th grade	33	37%	40%	35%			
8th grade	15	43%	42%	36%			
9th English I	22	34%	35%	32%	30%	38%	34%
10th English II	13	40%	40%	44%	29%	47%	46%
Writing 18-19	Total	W1	W2	W3			
4th grade	11	22.73%	52.27%	47.73%			
7th grade	31	31%	41%	45%			

Student Achievement Strengths

Subject	# Students	US1	US2	US3	US4
US History	7	70%	68%	61%	71%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

School Culture and Climate

School Culture and Climate Summary

Our focus this year is to correctly implement the Professional Learning Community design to build campus leaders that will analyze data to address targeted academic strengths and weaknesses, interpret curriculum to select effective instructional strategies, and develop intervention plans to meet student needs. AEC/ECYC will continue to provide a supportive and structured learning environment, utilizing the district discipline model CHAMPS, that is aligned with our mission and vision in direct correlation to ECISD non-negotiables. Classroom settings will also reflect district expectations, such as workstations and small group intervention. New partnerships with district programs, Career and Technical Education and AVID, will provide students with hands on career experiences and reinforce content area TEKS.

A transition team will be utilized to follow up with students who have successfully completed their DAEP placement. Communities in Schools and Ector County Youth Center Prevention Intervention Program will be additional resources to support students and families. SAS Counselors have also provided district wide Trauma Informed trainings so teachers can have updated information and techniques to properly address student behaviors.

School Culture and Climate Strengths

Instructional leaders are in place to lead and coordinate support services needed from district wide programs. Faculty members have also accepted the challenge and are committed to implementing academic and behavior goals.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Structures and resources are not utilized effectively with At-Risk youth. **Root Cause:** Student public education history causes negative outlook at AEC/ECYC campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Number and Percent of Teacher

Year	AEC		ECYC	
	Teachers	Instructional Aides	Teachers	Instructional Aides
2020				
2019				
2018	23	1	16	0
2017	26	2	17	0
2016	27	2	21	0
2015	25	1	20	0
2014	24	2	13	0

Employees Retention (FTEs) Percentages

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	Administrator	Teachers	Instructional Aides	Administrator	Teachers	Instructional Aides
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16/17 to 17/18	100%	66.67%	0%	100%	57.14%	0%
15/16 to 16/17	100.00%	84%	100%	100%	75%	0%
14/15 to 15/16	66.67%	50%	0%	66.67%	53.85%	0%

Teachers by Years of Experience

AEC					
Year	Beginning	1 – 5 Years	6 – 10 Years	11 – 20 Years	Teachers w/ Masters
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2016	9.52%	28.57%	9.52%	52.38%	9.52%
2015	10%	20%	10%	60%	5%
2014	7.69%	30.77%	7.69%	53.85%	15.38%

Number of Faculty

Year	Teachers	Instructional Aides	Administrator
2019	2	2	1
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2017	2	2	1
2016	2	2	1
2015	2	2	1
2014	2	2	1
2013	2	2	1

Staff Quality, Recruitment, and Retention Strengths

Campus administrators participated in district job fairs and worked in conjunction with iTeach Texas and Odessa Pathway to teaching to

recruit candidates. The new and returning faculty members are committed to implementing district academic and behavior expectations.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher applicant pool is very limited in ECISD. **Root Cause:** The high cost of living and oil field salaries in Odessa has limited applicant pool.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Alternative Education Campuses will utilize the district discipline model CHAMPS to provide a supportive and structured learning environment.

Elementary AEP implements TEKS Resource scope and sequence in math, science, and social studies. HMH ELAR scope and sequence will be followed while also incorporating guided reading components. LLI intervention material will be utilized at guided reading table. AEP teachers thematically integrate music, PE, health, and art TEKS to reinforce character education lessons. In addition, tutoring, guided math, dyslexia interventions, Imagine Math, and iStation, are used. STAAR, released tests, Istation, and short cycle assessments allow teachers to identify TEKS for individual student interventions. Lead4ward frequency distribution by student expectation is utilized to maximize instruction and intervention within required placement. 1st-5th grade students are taught AVID strategies that will build upon into secondary.

Secondary AEC will also implement TEKS Resource scope and sequence in all content areas along side district planning strategies such as KNOW SHOW and planning mats when developing lessons in new planning template. STAAR, EOC, and unit assessment data will be analyzed to direct intervention and monitor instructional practices. AVID strategies will be taught to support student organization, goal setting, and thinking levels.

Curriculum, Instruction, and Assessment Strengths

ECISD provides back to school professional development, for all staff members, to vertically and horizontally align core content areas, lesson planning and delivery, updates on federal and state requirements, and district initiatives. Instructional coach and administrative team use weekly PLC meetings to develop requirements.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: DAEP structures limit teachers ability to target specific content curriculum. **Root Cause:** Alternative education settings are not adequately funded to hire the necessary teachers needed for all the diverse content areas and electives.

Parent and Community Engagement

Parent and Community Engagement Summary

AEC administrators meet and greet parents during intake meetings and withdraw process. Parents are encouraged to become involved with the center through the VIPS program. Board of Friends is a new partnership that will invite parents, community members, district leaders, and campus administrators to meet monthly to address campus strengths, needs, and advocate for quality education.

Partnerships with OC, PERCADA, ECYC, and other community members counsel our students on psycho-social care, drug prevention, positive choices, and career opportunities. Communities in Schools and West Texas Food Bank established a campus Food Pantry to assist families with Odessa's high cost of living. CIS remain committed to providing additional resources where needed. Family Ties to Education was also established at AEC, in conjunction with Texas Parks and Wildlife, to engage parents and their child to the world of outdoors. The concept was designed to demonstrate a positive environment approach to dispute resolution, strengthen parental and educational relationships and improve student performance. ECYC is supporting elementary campuses through the Prevention, Suspension Program.

Family and community involvement are promoted through the Community Outreach Center and the use of parent portal, Parentlink, new school website, Facebook, and Twitter.

Parent and Community Engagement Strengths

AEC encourages parent involvement during intakes and utilizes community resources to address the entire hierarchy of Maslow's needs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: At-risk students have low parent involvement in student education. **Root Cause:** Parents pull away from home campuses because of the negative feedback they receive daily.

School Context and Organization

School Context and Organization Summary

Alternative Education Campuses vertically collaborate to meet the needs of every student and families. District curriculum initiatives are supported with resources and professional development throughout the school year. All teachers are included in campus decisions during PLC, RTI, faculty meetings, CCF utilization, and committee meetings. Our focus this year is to analyze data, interpret curriculum, and build teacher instructional comprehension.

School Context and Organization Strengths

Alternative Education Campuses utilize curriculum resources and personnel to build student success and teacher growth.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: AEC teachers have multiple grade levels and content in one class period throughout their daily schedule. **Root Cause:** AEC teachers need support and professional development in vertical alignment across grade level and content TEKS.

Technology

Technology Summary

Alternative Education Campuses ensure that every instructional classroom is outfitted with a standardized technology equipment. The main programs students use are Odyessyware for credit recovery, Class testing for Special Education, and Renaissance Reading and Math for assessment tool.

Technology specialist will train faculty members to utilize instructional technology in their classroom, such as Chromebooks, Smartboards, and Google Expedition. They will also demonstrate how to utilize programs such as Think Through Math, Brainchild, and access student data on Aware in Eduphoria,

Technology Strengths

Alternative Education Campuses are providing as much technology as possible to enhance instruction and support student academic growth. Technology specialist also provides teachers professional development to incorporate programs and devices.

Problem Statements Identifying Technology Needs

Problem Statement 1: WIFI strength does not sustain handheld technology devices. **Root Cause:** AEC portables and ECYC building set up does not have adequate WIFI routers.

Priority Problem Statements

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationship with adults on campus.

Root Cause 1: Students at AEC/ECYC are placed due to severe behavior therefore leading to academic challenges.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students at AEC/ECYC enroll with gaps in learning.

Root Cause 2: Student behavior causes attendance decline and therefore students have no access to curriculum.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: DAEP structures limit teachers ability to target specific content curriculum.

Root Cause 3: Alternative education settings are not adequately funded to hire the necessary teachers needed for all the diverse content areas and electives.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: At-risk students have low parent involvement in student education.

Root Cause 4: Parents pull away from home campuses because of the negative feedback they receive daily.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: Structures and resources are not utilized effectively with At-Risk youth.

Root Cause 5: Student public education history causes negative outlook at AEC/ECYC campus.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Teacher applicant pool is very limited in ECISD.

Root Cause 6: The high cost of living and oil field salaries in Odessa has limited applicant pool.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: AEC teachers have multiple grade levels and content in one class period throughout their daily schedule.

Root Cause 7: AEC teachers need support and professional development in vertical alignment across grade level and content TEKS.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: WIFI strength does not sustain handheld technology devices.

Root Cause 8: AEC portables and ECYC building set up does not have adequate WIFI routers.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Goals



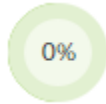

Goal 1: Alternative Education Campuses will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 31% to 36% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Improve low-performing schools</p> <p>1) Alternative Education Campuses will implement TEKS Resource scope and sequence in Math, ELAR, Science, and Social Studies at appropriate grade levels.</p> <p>District planning mats and unit overview maps will be utilized when lesson planning.</p>	2.4, 2.5, 2.6	Administrators Instructional specialist Teachers	<p>Increase in SBA, DBA, and unit assessments</p> <p>Growth from Approaches to Meets Standard by 2020 STAAR.</p>				
Problem Statements: Student Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 2) Alternative Education Campuses will implement the district process for disaggregating data and monitoring data in PLCs.	2.4, 2.5, 2.6	Campus Administrators, Assistant Principals, Instructional Specialists, Teachers	Increase in tested grades and content areas on unit assessments, DBAs, and STAAR test.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
TEA Priorities Improve low-performing schools 3) Alternative Education Campuses will provide professional development opportunities during weekly PLC meetings from district curriculum coordinators and/or campus instructional specialist to reinforce district initiatives.	2.4, 2.5, 2.6	Administrators Instructional specialist Teachers Curriculum Coordinators.	Increase in SBA, DBA, and unit assessments Growth from Approaches to Meets Standard by 2020 STAAR.				
Problem Statements: School Context and Organization 1							
TEA Priorities Build a foundation of reading and math 4) Secondary AEC will provide afterschool tutoring in all core subject areas.	2.4, 2.5, 2.6						
Problem Statements: Student Achievement 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. Root Cause 1: Student behavior causes attendance decline and therefore students have no access to curriculum.
Curriculum, Instruction, and Assessment
Problem Statement 1: DAEP structures limit teachers ability to target specific content curriculum. Root Cause 1: Alternative education settings are not adequately funded to hire the necessary teachers needed for all the diverse content areas and electives.
School Context and Organization
Problem Statement 1: AEC teachers have multiple grade levels and content in one class period throughout their daily schedule. Root Cause 1: AEC teachers need support and professional development in vertical alignment across grade level and content TEKS.

Goal 1: Alternative Education Campuses will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 11% to 21% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Alternative Education Campuses will provide professional development opportunities during weekly PLC meetings from district curriculum coordinators and/or campus instructional specialist to reinforce district initiatives.	2.4, 2.5, 2.6	Administrators Instructional specialist Teachers Curriculum Coordinators.	Increase in SBA, DBA, and unit assessments Growth from Meets to Masters Standard by 2020 STAAR.				
TEA Priorities Improve low-performing schools 2) Alternative Education Campus technology specialist will train faculty members to integrate instructional programs to enhance lessons utilizing items such as Chromebooks, Smartboards, and Google Expedition.	2.4, 2.5, 2.6	Principal, Assistant Principal, Technology Specialist, Teachers					
Problem Statements: School Culture and Climate 1							
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Alternative Education Campuses will implement AVID strategies that will empower students to access increasingly rigorous content.	2.4, 2.6						
Problem Statements: School Culture and Climate 1							
							

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: Structures and resources are not utilized effectively with At-Risk youth. **Root Cause 1:** Student public education history causes negative outlook at AEC/ECYC campus.

Goal 1: Alternative Education Campuses will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2020.

3rd Grade Reading from 32% to 42%

4th Grade Reading from 33% to 43%

5th Grade Reading from 38% to 48%

6th Grade Reading from 20% to 30%

7th Grade Reading from 27% to 37%

8th Grade Reading from 28% to 38%

Eng I EOC from 30% to 40%

Eng II EOC from 36% to 46%


4th Grade Writing from 29% to 39%.

7th Grade Writing from 25% to 35%.

Evaluation Data Source(s) 3: State Accountability 2019, 2020

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools Recruit, support, retain teachers and principals 1) 1. Elementary AEP will implement HMH reading and writing scope and sequence with lesson plans K-5th grade.</p>	2.4, 2.5, 2.6	Administrators Instructional Specialists Teachers	Monthly growth in Istation Unit Assessments, SBA, DBA STAAR TELPAS				
<p>2. Instructional specialists and administrator will provide ongoing lesson planning support utilizing district planning mats and unit overview map.</p>	Problem Statements: Student Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) 1. Alternative Education Campuses will implement guided reading/comprehension framework.</p> <p>2. Utilize Istation, or other reading data, to identify student needs for targeted guidance at table with teacher.</p> <p>3. Elementary AEP will utilize LLI reading kit for instruction at table with teacher.</p>	2.4, 2.5, 2.6	Administrators Instructional Specialists Teachers	Monthly growth in Istation Unit Assessments, SBA, DBA STAAR TELPAS				
							

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. Root Cause 1: Student behavior causes attendance decline and therefore students have no access to curriculum.</p>

Goal 1: Alternative Education Campuses will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.

3rd Grade Math from 36% to 46%

4th Grade Math from 36% to 46%

5th Grade Math from 38% to 48%

6th Grade Math from 25% to 35%

7th Grade Math from 22% to 32%

8th Grade Math from 18% to 28%

Alg 1 EOC from 28% to 38 %

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math 1) Alternative Education Campuses will implement Math Solutions Number Talk strategies so students will mathematically reason and estimate.</p>	2.4, 2.5, 2.6						
	Problem Statements: Student Achievement 1						
<p>TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals Build a foundation of reading and math 2) 1. Alternative Education Campuses will implement district's Math scope and sequence and lesson plans with fidelity. 2. Instructional specialists and administrators will provide ongoing lesson planning support utilizing district planning mats and unit overview map.</p>	2.4, 2.5, 2.6						
	Problem Statements: Student Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) 1. Elementary AEP will implement guided math framework K-5. 2. Utilize district process for disaggregating data to create student groups and monitor student progress.	2.4, 2.5, 2.6	Administrators Instructional Specialists Teachers	Monthly growth in Istation Unit Assessments, SBA, DBA STAAR TELPAS				
	Problem Statements: Student Achievement 1						

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. Root Cause 1: Student behavior causes attendance decline and therefore students have no access to curriculum.

Goal 1: Alternative Education Campuses will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.



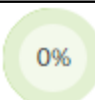

Performance Objective 5: Students achieving the Meets Standard on Social Studies STAAR state assessment will increase by 10% in each grade level.

8th Grade Social Studies from 10% to 20%.

US History from 58% to 68%.

Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals 1) Alternative Education Campuses will implement TEKS Resource scope and sequence in Social Studies for appropriate grade levels.</p> <p>Incorporate KNOW /SHOW planning process to develop lessons with new planning template. STAAR, EOC, and unit assessment data will be analyzed to direct intervention and monitor instructional practices.</p>	2.4, 2.5, 2.6	Administrators Instructional specialist Teachers	Increase in SBA, DBA, and unit assessments Growth from Approaches to Meets Standard by 2020 STAAR.				
Problem Statements: Student Achievement 1							
<p>TEA Priorities Improve low-performing schools 2) Alternative Education Campuses will provide professional development opportunities during weekly PLC meetings from district curriculum coordinators and/or campus instructional specialist to reinforce district initiatives.</p>	2.4, 2.5, 2.6	Administrators Instructional specialist Teachers Curriculum Coordinators.	Increase in SBA, DBA, and unit assessments Growth from Approaches to Meets Standard by 2020 STAAR.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause 1:** Student behavior causes attendance decline and therefore students have no access to curriculum.

Goal 1: Alternative Education Campuses will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020.

5th Science from 28% to 33%.


8th Science from 33% to 38%.


Biology EOC from 45% to 50%.


Evaluation Data Source(s) 6: 2020 State Accountability


Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals 1) 1)Alternative Education Campuses will implement TEKS Resource scope and sequence in Science for appropriate grade levels.</p> <p>Incorporate KNOW /SHOW planning process to develop lessons with new planning template. STAAR, EOC, and unit assessment data will be analyzed to direct intervention and monitor instructional practices.</p>	2.4, 2.5, 2.6	Administrators Instructional specialist Teachers	Increase in SBA, DBA, and unit assessments Growth from Approaches to Meets Standard by 2020 STAAR.				
<p>TEA Priorities Improve low-performing schools 2) Alternative Education Campuses will provide professional development opportunities during weekly PLC meetings from district curriculum coordinators and/or campus instructional specialist to reinforce district initiatives.</p>	2.4, 2.5, 2.6	Administrators Instructional specialist Teachers Curriculum Coordinators.	Increase in SBA, DBA, and unit assessments Growth from Approaches to Meets Standard by 2020 STAAR.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 1: Alternative Education Campuses will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: Alternative Education Campuses will increase student attendance rate from 82% to 87% by May 2020.

Evaluation Data Source(s) 7: District attendance reports

Summative Evaluation 7:

Goal 1: Alternative Education Campuses will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: Alternative Education Campuses will increase English Learners achieving Advanced and Advanced High Composite Level by 5 percentage points for the academic year 2019-2020.

TELPAS Advanced Level from 37.86% to 42.86%
TELPAS Advanced High Level from 9.9% to 14.9%

Evaluation Data Source(s) 8: TELPAS ratings 2020

Summative Evaluation 8:

Goal 1: Alternative Education Campuses will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 9: Alternative Education Campuses will decrease recidivism rate from 87.5% to ?

Evaluation Data Source(s) 9: End of year discipline report.





Summative Evaluation 9:

Goal 1: Alternative Education Campuses will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 10: Alternative Education Campuses will support At-Risk students that will graduate high school. % credit recovery

Evaluation Data Source(s) 10: Graduation rates, drop out rates, course credit received.

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Secondary AEC will provide Odyessyware during and after school to make up credits.	2.4, 2.5						
2) Transition Support	Problem Statements: School Culture and Climate 1						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 10 Problem Statements:

School Culture and Climate
Problem Statement 1: Structures and resources are not utilized effectively with At-Risk youth. Root Cause 1: Student public education history causes negative outlook at AEC/ECYC campus.

Goal 2: Alternative Education Campuses will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: By May 2021, the ECISD teacher turnover rate will decrease from 18.6% to 16% (state turnover rate is 16.6%).

Evaluation Data Source(s) 1: TAPR

System Data

Exit Survey Data

Summative Evaluation 1:

Goal 2: Alternative Education Campuses will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 2: ECISD will reduce teacher vacancies from an average of 220 in 2018-19 to less than 100 by the start of the 2020-21 school year. ECISD will also reduce vacancies in all other areas from an average of 150 in 2018-19 to less than 50 by the start of the 2020-21 school year.

Evaluation Data Source(s) 2: Entry Survey Data

Exit Survey Data

TAPR Report - Retention

Summative Evaluation 2:

Goal 3: Alternative Education Campuses will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Improve customer service and community perceptions of ECISD from XX to an 80% as measured by a district created Customer Service Survey by 2024.

Evaluation Data Source(s) 1: Pre and Post Surveys
District/Campus Customer Satisfaction Feedback

Summative Evaluation 1:

Goal 3: Alternative Education Campuses will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 2: Streamline the flow of communication so that customers are efficiently directed to the proper department in order to have their questions answered in a timely manner.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 3: Alternative Education Campuses will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 3: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of ECISD students, faculty, staff, and their families.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Board of Friends is a new partnership that will invite parents, community members, district leaders, and campus administrators to meet monthly to address campus strengths, needs, and advocate for quality education.							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

Goal 4: Alternative Education Campuses will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Program rosters, attendance data, completion and graduation rates

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college 1) Career and Technical Education campus visits will provide students with hands on career experiences and reinforce content area TEKS.							
2) A transition team will be utilized to follow up with students who have successfully completed their DAEP placement. SAS Counselors have also provided district wide Trauma Informed trainings so teachers can have updated information and techniques to properly address student behaviors.							
3) Communities in Schools and Ector County Youth Center Prevention Intervention Program will be additional resources to support students and families.							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: Alternative Education Campuses will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: ECISD will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Alternative Education Campuses will continue to provide a supportive and structured learning environment, utilizing the district discipline model CHAMPS.							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 5: Alternative Education Campuses will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Equitable and data driven budgeting will be utilized to determine priority for "options" submitted by departments and approved by the Board no later than June 18, 2019. (Options are funding above department allotments for additional identified needs.)

Evaluation Data Source(s) 1: Budgets, 5 year trends, Needs as requested by options list provided by departments, and district approved staff ratios

Summative Evaluation 1:

Goal 5: Alternative Education Campuses will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 2: All 2019-2020 requests for professional development will include an implementation plan that reflects the financial impact from the initial training to follow up training for years 2 and 3 and include planning for new employees.

Evaluation Data Source(s) 2: Professional Development Plans

Summative Evaluation 2:

Goal 5: Alternative Education Campuses will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 3: 100% of migrant funds will be used to meet the identified needs of migratory children, that result from their migratory lifestyle and permit these children to participate effectively in school through entering into a share services arrangement with Region 18 Educational Service Center in the 2019-2020 school year.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 6: Alternative Education Campuses will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Reduce the number of student transfer code errors from 30% to 15% in ITCCS by May 2020.

Evaluation Data Source(s) 1: ITCCS reports

Summative Evaluation 1:

Goal 6: Alternative Education Campuses will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: 100% of campus improvement plans will be aligned to the district improvement plan by August 2019.

Evaluation Data Source(s) 2: 2019-2020 Campus improvement Plans

Summative Evaluation 2:

Goal 6: Alternative Education Campuses will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 3: Increase student computer (wireless device) ratio to a minimum of one computer per four students. Moving towards a long term goal of one computer per student at each campus by 2024 pending approval.

Evaluation Data Source(s) 3: Campus inventory and student enrollment.

Summative Evaluation 3:

Goal 6: Alternative Education Campuses will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 4: Increase wireless network connectivity to support additional wireless devices by 2024 pending approval.

Evaluation Data Source(s) 4: District wireless network survey.

Summative Evaluation 4:

Goal 6: Alternative Education Campuses will utilize technology to enhance instruction, create efficient processes, and increase communication and

collaboration within the district and with all stakeholders.

Performance Objective 5: Increase the use of digital tools and strategies using cloud-based applications by 2020.

Evaluation Data Source(s) 5: Usage reports

Summative Evaluation 5:

Goal 6: Alternative Education Campuses will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 6: Increase the use of parent portal activity from 37% to 60% by 2020.

Evaluation Data Source(s) 6: txConnect administrator reports.

Summative Evaluation 6: