

**Ector County Independent School District**  
**District Improvement Plan**  
**2014-2015**



# 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

## Strategies

### Strategy #1

We will ensure learning experiences are engaging, challenging, and meaningful.

### Strategy #2

We will provide infrastructure to maximize the success of all students.

### Strategy #3

We will identify, engage and equip our world class team to accomplish our mission.

### Strategy #4

We will establish and sustain an interdependent partnership with parents.

### Strategy #5

We will communicate effectively to serve our mission.

### Strategy #6

We will model and market our new culture throughout our community to ensure support and participation.

## 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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# Comprehensive Needs Assessment

## Needs Assessment Overview

Ector County ISD is committed to fulfilling our mission of providing a world class education that develops our student body into 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.

As our district strives to meet the educational needs of every student, we are cognizant of our mission and dedicated to each strategy we implement being purposeful to that end.

In order to accomplish our mission, the following needs exist and will be addressed in planning for the 14-15 school year:

1. Provide support and early interventions for students who are at risk for failure to include
  - Supplemental academic remediation teachers
  - Tutoring
  - Supplemental dyslexia Intervention teachers
  - Supplemental bilingual/ ESL support teacher and instructional aides
  - Credit Recovery opportunities utilizing technology
  - Class size reduction teachers
  - Specialized teachers in reading, math & science
  - Summer Program Services
  - SSI
  - AVID
  - DAEP services
  - Supplemental instructional materials in reading & language arts, math, science and social studies
  - Ensure that our curriculum is effective, aligned and based on effective, research based instructional methods.
  
2. Address the social/emotional needs of targeted populations through staff support and programs
  - Social workers
  - Supplemental student assistance counselors
  - Communities in Schools

- Coca Cola Valued Youth Programs
- Drop out prevention counselors
- TRAC
- Community Outreach Center
- Title One Homeless Liasion

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

- Recruit the best teachers & administrators possible by attending mulitple education job failures- to include in state, out of state, out of country recruiting
- Provide job embedded profesisonal development to current workforce to support best practice
- Offer competitive pay
- Address housing shortage
- Provide campuses with Campus Curriculum Facilitators, Reading Interventionist (where targeted) to model best practice instruction and support campus teachers and administrators.

4. Equip each campus with standardized instructional technology tools, support and training on how to utilize these solutions on campus.

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

# Demographics

## Demographics Summary

### Index 1: Student Achievement

ECISD received a score of 64 in the overall student performance measure of student achievement in 2013 school year. The state's target score in this area was 50. Furthermore, ECISD met 60 of 78 system safeguards, accounting for 77% of safeguards being met. Scores results are still pending for 2014.

### Index 2: Student Progress

ECISD met the state standard for this performance measure, scoring 31, where state target was 21 in 2013. ECISD enrollment increased by 2,982 students since 2011. Specifically the Hispanic population (+2.4% to 70.9%) and ELL population (+1.8% to 13.7%) have seen the majority of the increase. Enrollment is currently at 30,788 students. Our number of teachers is continuing to increase as well. However, ECISD is not at the level of teacher numbers prior to budget cuts in 2011, even with increased student enrollment. Within the district, 11.7% of teachers are beginning to 0 years of experience.

### Index 3: Closing the Performance Gaps

ECISD earned a score of 58 in 2013, which is above the state standard of 50 for 2013. The state standard will increase to 55 in year 2014 accountability ratings. Index 3 focuses on Economically Disadvantaged and the lowest two performing subgroups on all tests within Index 1. The identified groups in 2013 accountability were Economically Disadvantaged, African American, and Hispanic.

### Index 4 Post-Secondary Readiness- 2013/2014 2nd Semester Data (Post-Oct PEIMS Snapshot Date)

CTE Enrollment & Demographics by PEIMS Codes 1s and 2s (No 3s, as Tech Prep lost its funding)

CTE	Male	Female	A	B	H	W	I	M	P	ECO	LEP	AR	SPED
1	1488	1294	34	129	1842	717	18	39	9	1117	116	1908	224
2	871	628	9	36	1142	286	9	17	0	512	94	1141	117

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## GT Ethnicity Counts by Campus (Spring 2014)

GT STUDENT COUNTS BY CAMPUS

4/9/2014

<i>CMP</i>	<i>AMER INDIAN</i>	<i>ASIAN</i>	<i>BLACKHISPANIC</i>	<i>HISPANIC</i>	<i>MULTI PACIFIC ISLANDER</i>	<i>RACIAL</i>	<i>WHITE</i>	<i>TOTAL GT</i>	<i>ECO DIS</i>	<i>LEP</i>
002	0	14	3	122	3	2	55	199	36	0
003	1	2	10	54	3	0	133	203	24	0
011	0	1	0	22	0	0	18	41	10	0
042	1	4	3	67	2	0	62	139	18	0
043	0	8	2	99	3	0	40	152	46	0
044	0	2	0	35	1	0	8	46	20	0
045	0	1	0	22	0	0	18	41	15	0
046	1	8	4	38	0	0	45	96	18	1
047	0	0	0	83	1	0	11	95	44	1
101	0	0	0	25	0	0	6	31	20	7
102	0	1	0	41	1	0	16	59	16	6
103	1	0	0	30	0	0	6	37	24	4
104	1	1	3	21	0	0	22	48	14	0
105	0	1	0	34	0	0	1	36	21	17
107	0	0	1	25	0	0	6	32	16	6
110	0	0	2	10	0	0	6	18	11	0
111	0	0	1	18	2	0	11	32	6	0
112	0	2	3	46	1	0	29	81	30	11
113	0	0	1	23	0	0	7	31	14	0
114	0	0	3	17	0	0	27	47	12	0
116	0	0	0	24	1	3	23	51	18	6
117	0	0	1	34	0	0	2	37	15	1

<i>CMP</i>	<i>AMER INDIAN</i>	<i>ASIAN</i>	<i>BLACKHISPANIC</i>	<i>HISPANIC</i>	<i>MULTI PACIFIC ISLANDER</i>	<i>RACIAL</i>	<i>WHITE</i>	<i>TOTAL GT</i>	<i>ECO DIS</i>	<i>LEP</i>
118	2	17	4	95	1	1	79	199	25	29



119	0	1	0	27	2	0	9	39	11	1
121	0	0	0	21	0	0	6	27	18	5
122	0	0	0	23	0	0	2	25	16	5
123	0	0	4	26	0	0	4	34	22	12
124	0	0	1	40	0	0	9	50	26	10
125	0	0	0	12	1	0	17	30	8	0
126	0	0	1	63	0	0	11	75	35	32
127	0	1	1	51	1	0	12	66	28	9
128	1	3	4	34	1	0	38	81	14	1
129	0	1	1	39	1	0	36	78	19	9
130	0	0	0	30	0	0	4	34	15	12
	<b>8</b>	<b>68</b>	<b>53</b>	<b>1351</b>	<b>25</b>	<b>6</b>	<b>779</b>	<b>2290</b>	<b>685</b>	<b>185</b>

AVID serves all students in grades 4th - 6th at every elementary campus. Currently in elementary there are 7,602 students being impacted by AVID strategies. At the secondary level, AVID serves students who are in the academic middle, typically B/C students who meet one or more of the following criteria:

- First generation college student
- Historically underrepresented in college
- Free/reduced lunch
- Special circumstances

Secondary AVID Demographics:

- Hispanic – 68%
- Anglo – 25%
- African American – 4%
- Asian– 1%
- Other – 2%

Currently there are 1,383 secondary students in the AVID Elective Class.

## Demographics Strengths

### Index 1: Student Achievement:

ECISD met this target in 2013. Additionally, 86% of our campuses tested met this standard in 2013.

### Index 2: Student Progress

District met this accountability measure in 2013. 71% of our campuses tested met this standard in 2013. ECISD has a growing student population. Only 15% of teachers are at 20+ years of experience.

### Index 3: Closing the Performance Gaps

Our subgroups met standard in 2013 and scored above the standard for 2014.

### Index 4-Post-Secondary Readiness

Based on 2013-14 enrollment, as numbers are not established yet for the 2014-15 school year, our number of concentrators (2s) are up from the 2012-13 school year by over 1,000 students, as PEIMS coding has been evaluated and changes made to improve processes. Additionally, the ethnic population represented in CTE reflects the current population in ECISD, with 76% of CTE concentrators being Hispanic, and 76% of CTE concentrators being At-Risk.

### **AP, IB, Dual Credit District Enrollment**

Based on 2013-2014 enrollment is up in all indicators. AP and IB Exam data will not be released till later in the summer.

The student population mirrors the district demographics, and enrollment is increasing.

	<b>2013-14</b>
<b>AP Enrollment</b>	871 (+11%)
<b># AP Test Taken</b>	

<b>IB Enrollment</b>	80 (+1%)
<b># IB Test Taken</b>	

### **IB Diplomas Earned**

<b>Dual Credit Enrollment</b>	1051 (+3%)
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The student population mirrors the district demographics, and enrollment is increasing.

## **Demographics Needs**

### **Index 1: Student Achievement**

All students in ECISD benefit from an aligned curriculum in all core subject areas, training for teachers and administrators in best practice instructional methods, aligned discipline practices, and recruiting and retaining highly effective teachers and administrators. The district's efforts to ensure an aligned curriculum & discipline methods need to be continued as well as ensuring that teachers and administrators are trained in best practices. Further commitment by our school board to be competitive with teacher and administrator pay and addressing housing shortages for teachers is needed to retain our teacher/administrator work force.

### **Index 2: Student Progress**

The district needs to continue efforts to train teachers & administrators on how to best address student progress. Continuation of utilizing data systems such as Eduphoria & INOVA, training teachers & administrators through PLC's, CCF's, and providing job embedded professional development on data disaggregation and establishing learning plans to address student performance gaps need to be continued. Furthermore, Response to Intervention needs to be timely, and inclusive of the emotional needs of struggling students.

With a growing ELL population, a concerted effort needs to focus on meeting the needs of ELL students as measured by the Index 2 Progress Measure. We must move to a value added approach to add value to every student every year as measured by Index 2 to meet or exceed the progress measure.

### **Index 3: Closing the Performance Gaps**

In 2014/2015, ECISD will continue to identify and support programs which provide intervention and accelerated instruction to students within the identified subgroups. Such programs and initiatives will include Credit Recovery, Student Success Initiatives (SSI), summer school programs, alternative education programs, Tutoring, Community Outreach Center services, supplemental counseling support (Student Assistance Services), Advancement Via Individual Determination (AVID), Teen Reach Advocacy Counselors (TRAC), Parent Involvement, Student Transition services, Attendance monitoring, Balanced Literacy Initiatives in reading and math, Sheltered Instruction Observation Protocol (SIOP), and Language Acquisition. Campus Support offered will include Campus Curriculum Facilitators, Reading Specialist, Reading Interventionist, Dyslexia Interventionist, and professional development for improved practice with subgroups as needed.

### **Index 4 Post-Secondary Readiness**

Areas in which CTE will work to improve are the low representation of Bilingual/ESL students and Special Education students as CTE concentrators. 2012-13 data reflects only 6% of concentrators are served also under Bilingual/ESL and only 8% are served also under Special Education.

Increase the level of support for our Gifted and Talented program teachers as well as our PreAP and AP teachers in the district. Funding is in place for continuous training for PreAP/AP teachers to attend AP Summer Institutes each summer. A Coop is in place with Region 18 for gifted and talented services for ECISD teachers.

# Student Achievement

## Student Achievement Summary

### Index 1: Student Achievement

This cumulative measure is determined by measuring all students and all tests to determine one total score of satisfactory performance. The target score for 2014-15 will be 55 for all campuses, with the exception of alternative education campuses where a score of 30 is considered acceptable. Furthermore, ELL inclusion will changes will result in more ELL students who've immigrated to US schools in past 2 to 4 years, will be accountable for Spanish assessments and STAAR ELL Progress Measures.

### Index 2: Student Progress

In reading, 55% of all students met or exceeded progress. In math, 50% of all students met or exceeded progress. In writing, 46% of all students met or exceeded progress. In addition, 12% of students assessed in reading, 11% math, and 1% writing met the exceeded progress target.

With EOC testing, we only have one year of data available. In the first year reported for accountability, we were below the state average in all areas except US History. US History was a small group of test takers.

### Index 3

THIS accountability measure is determined by the performance of three student subgroups on all tests within Index 1 to include:

- Economically Disadvantaged
- African American
- Hispanic

ECISD students exceeded the state standard for Index 3, scoring 58- where 50 was required. The required score will increase to 55 this year.

### Index 4 Post-Secondary Readiness

298 students were served in CTE dual credit courses during the 2013-14 school year, with an estimation of over 150 certifications/licensures earned in dual and non-dual CTE courses. Exact data on certifications/licensures will be provided in June; testing season is currently under way.

AP enrollment has seen an 11% increase (871) and a 22% increase (929) in AP tests taken.

Dual credit enrollment has seen a 3% increase (1051) with a 4% increase (1040) in completion rate.

PSAT: 8% increase in sophomores taking PSAT (1788).

**AVID:**

7,186 students impacted by AVID strategies in Elementary Schools

339 current 6th grade students have applied and been accepted to AVID for Jr. High

1,280 students are enrolled in AVID Secondary

1,022 students in Secondary AVID are enrolled in Pre-AP, AP or IB

103 students in secondary AVID are enrolled in Dual Credit

100% of secondary AVID students take ReadStep, PSAT, SAT/ACT

75 AVID Seniors; 64 1st Generation College Students; All 75 Seniors applied and were accepted for college

**2013 State Assessment Data:**

**Math:** 7th grade - AVID 58% Non-AVID 56%

8th grade - AVID 73% Non-AVID 66%

Alg. EOC - AVID 83% Non-AVID 74%

Geom. EOC - AVID 96% Non-AVID 95%

11th TAKS - AVID 91% Non-AVID 81%

**Rdg/ELA:**

7th grade - AVID 75% Non-AVID 65%

8th grade - AVID 77% Non-AVID 68%

9th grade - AVID 66% Non-AVID 64%

10th grade - AVID 77% Non-AVID 59%

11th TAKS - AVID 100% Non-AVID 93%

## **Student Achievement Strengths**

### **Index 1: Student Achievement**

### **Index 2: Student Progress**

On STAAR Reading, ECISD saw growth in the performance of ELL students (+1%) to 45%, Special Education students (+2%) to 37% and African American students (+4%) to 62%. Math performance showed a 1% growth in the same three areas, ELL (45%), SPED (37%), and AA (62%). Student performance on Writing showed an increase of 1% for the 2 or more ethnicities category (63%), whereas all other sub populations of students showed a decrease. For Science, the all students category increased from 70% to 72%. Science scores also revealed an increase in every sub population of students, except White. The percentage of White students performing on level for the Science STAAR test remained the same at 83%. On the Social Studies STAAR test, the 2 or more ethnicities sub population showed a growth of 7%.

For students taking the K-2 composite TELPAS, 32% of students scored 1 proficiency above the prior year and 12% scored 2 proficiency levels above the prior year. Of the students taking the 3<sup>rd</sup>-12<sup>th</sup> grade composite TELPAS, 61% scored 1 proficiency level above prior to the prior year and 2% scored 2 proficiency levels above prior year.

Of the ECISD students who took the EOC History test, the ECISD students outperformed the state average. Biology, at 77%, was the highest scoring of all EOC tests.

The percent of students in ECISD scoring a 3 or higher on the Advanced Placement exam showed an increase in 11 of the 20 courses. ECISD students took Advanced Placement exams in 20 of 27 courses.

Students also increased their performance on the International Baccalaureate exam with 91% scoring a 4 or higher. This exam showed a 1% gain from the previous year. Of all 108 exams, the average score for diploma candidates was 4.52.

On the PSAT, all three portions: Critical Reading, Math, and Writing, increased. With the 1972 students taking ReadStep, only Critical Reading showed progress of .2%. The Math and Writing scores remained the same.

OdysseyWare Credit Recovery currently shows a decrease in the number of students needing to recover credits. As of February, 1,171 courses were completed compared to the 2,741 courses last year.

#### **Index 4 Post-Secondary Readiness**

Dual credit enrollment is up by 25%, with projections of an additional 25% increase for the 2014-15 school year.

### **Student Achievement Needs**

#### **Index 1: Student Achievement**

All students did not meet system safeguards in Writing. Special populations not meeting writing targets included special education students, economically disadvantaged students, and English Language learners. Special educations struggled with all subject areas as did English Language Learners.

#### **Index 2: Student Progress**

While English Language Learners and Special Education students made progress in reading and math, both groups still performed the lowest in the district for both subjects. The Economically Disadvantaged students and African American students are the next lowest performing category for both reading and math. ECISD needs to improve the percent of students performing at Level 3 Advanced in all subjects.

The ACT mean score showed a .1% decline. While the SAT showed an increase in the number of students testing, the mean score for both reading and math declined. The mean score for writing remained the same.

With the anticipated increase to Phase-In 2 Level 2 standard, we have to make sufficient progress to meet the standard in all subgroups. For EOC courses, improve student performance in all subjects to meet the Phase-In 2 level 2 standards. In addition, ECISD needs to improve the percentage of students at Level 3 Advanced in all subjects. For Advanced Placement testing, increase scores to a 3, 4, or 5; as well as, improve student progress on all AP exams. Continue the focus to increase student performance on all college bard exams.



### **Index 3: Closing Performance Gaps**

The district will continue striving toward closing the performance gaps for its student body. Supplemental services will include early identification of students requiring educational support services (Odysseyware reading and math balanced literacy support, Response to Interventions, Reading Specialists, Cafe of strategies, Reading Interventionists, CCF's, tutoring, and AVID) Social/ Emotional interventions will include (TRAC, Homeless Services, Student Assistance Service Counselors, Drop Out Prevention Counselors, CCVYP, Communities in Schools, and social worker services as identified). Furthermore, improving teacher effectiveness will be supported through ongoing, continuous & targeted professional development offerings, CCF's on campus, mentor teachers & continued efforts to recruit the best professional workforce possible for our kids.

### **Index 4 Post-Secondary Readiness**

More licensure/certification opportunities should be offered. House Bill 5 allows for reimbursement of costs towards licensure/certification exams beginning with the 2014-15 school year. Testing will be a mandatory piece of each program, and CTE will cover the cost.

ECISD needs more Nation Merit Scholars. With the implementation of the SAT prep course at the high school level, ECISD should see an increase in NMSQT's.

# **District Culture and Climate**

## **District Culture and Climate Summary**

### **Index 1: Student Achievement**

The district's mission is to adopt best practice instructional methods that develop world ready, life-long learners who discover thier unique gifts, and achieve personal success. ECISD is committed to ensuring all students learn regardless of obstacles faced. As the district teams up with campus level personnel to ensure open communication and alignment of efforts, the culture and climate will continue to become more positive for ECISD students.

### **Index 2: Student Progress**

ECISD has seen an increase in the number of AVID sections offered in high school and middle school.

### **Index 3: Closing the Performance Gaps**

ECISD is working diligently to close the performance gaps of our student body. In accordance with the Board adopted strategic plan, the district has committed resources to ensuring that reseach-based best practices are in place. These include pursuing an aligned curriculum throughout the district, updating classroom technology, training teachers in best practice solutions for struggling learners, best discipline practices, improved communications, providing early interventions, supporting professional learning communities and recruiting a quality teacher workforce. The culture and climate of ECISD is focused on building world class leaders in education who empower all students to learn.

### **Index 4 Post-Secondary Readiness**

Culture and climate is positive and supportive of CTE programs.

The Elementary GT Program Teachers will work in conjunction with grade level cluster teachers to build stronger relationships to meet the needs of gifted students and potential students.

AVID students are taught to work in collaboratively, and they receive training in etiquette, in the development of group process ground rules, and the purposes of working together. Through tutorials, students learn to quickly and efficiently organize themselves into tutorial groups, to interact effectively and respectfully, and to take questions from their notes to focus discussion. Collaboration augments students' learning and illustrates the power of synergy.

When AVID is schoolwide, the expectations, and attitudes of everyone on campus is that ALL students will graduate ready to attend college. Campuses

develop a shared mission, vision and goals to support a college going culture around the school.

## **District Culture and Climate Strengths**

### **Index 1: Student Achievement**

The district has recognized and strategically sought best practice solutions to ensure all students learn. Although some subgroups are still struggling, overall achievement of math, reading, science and social studies is an area of strength.

### **Index 2: Student Progress**

Over 30% of AVID students are in their second year at the middle school.

### **Index 2: Student Progress**

Over 30% of AVID students are in their second year at the middle school.

### **Index 3: Closing Performance Gaps**

Strengths include a supportive School Board, Superintendent Leadership Team, and administration focused toward school improvement and teamwork. Additionally, our faculty and staff are working toward best practice solutions to closing performance gaps.

### **Index 4 Post-Secondary Readiness**

Between the Permian Basin Workforce & Development Board, ECISD's strong partnership with Odessa College's CTWE program and faculty, and the implementation of House Bill 5, CTE has become more embraced by the community. With the implementation of House Bill 5, it is clear that the legislators see value in CTE and students will be honored for their accomplishments in these areas. The contributions made by the PBWDB towards dual credit tuition scholarships has been integral to our ability to increase programs and enrollment in existing programs.

The elementary GT program teachers are available to conduct staff development for their campus and assist classroom teachers with differentiation strategies.

## **District Culture and Climate Needs**

### **Index 1: Student Achievement**

The district's culture and climate continues to move toward accomplishing our mission as a unified world class leader in education. The district culture and climate will continue to support our mission as best practice solutions are based on developing professional learning communities where input is respected and sought by our educational community at every level.

### **Index 2: Student Progress**

Continue increasing the number of students participating in the AVID program.

### **Index 3: Closing Performance Gaps**

The district needs include working toward data driven decision making, teamwork, an aligned curriculum with early interventions, and recruiting and developing teachers with a maintained focus of student learning.

### **Index 4 Post-Secondary Readiness**

CTE instructors at CTE at NTO would like to be embraced at the high school campuses. Renovations for CTE programs were not included in the redesign for the implementation of the Middle School Model. These programs will not be able to transition to the high school campuses as anticipated.

A GT representative on the non cluster campus will improve communication between campuses and GT cluster campuses and AAS office.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### Index 1 through Index 3

ECISD utilizes a variety of recruiting strategies to grow staff; including, international recruiting, alternative certification programs, college fairs, district and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

### Index 4 Post-Secondary Readiness

All CTE faculty are currently HQ.

All elementary GT staff is GT certified. We began the year with 19 elementary GT program teachers. Five teachers were new to their positions as GT numbers have increased in the district.

Each AVID elementary teacher in grades 4th - 6th, and LBJ teachers in grades k-6th must be trained in AVID methodologies. Each year, the AVID Dept. has trained over 100 teachers in these grades levels due to new teachers in these grade levels or new teachers added to the district.

At the AVID Secondary level, each school has one AVID Coordinator. Within the district we have a total of 9 AVID Coordinators. Out of the nine, 3 are new to the position this year. Four of the nine have been in this position since we implemented AVID in 2007.

We currently have one AVID Director/EDL serving 34 campuses.

## Staff Quality, Recruitment, and Retention Strengths

### Index 1 through Index 3

Professional development is offered to all teachers and is ongoing throughout the school year through different learning modalities. These include best practice methodologies such as professional developers to model instruction on campus targeting reading and math, data systems and depth and complexity of data, classroom management, professional learning communities, and closing the achievement gap for underperforming populations.

### Index 4 Post-Secondary Readiness

CTE faculty are recruited from local business and industry, and sometimes out of the area with postings listed on helpful sites such as VATAT (Vocational Ag Teachers of America). CTE has been fortunate to be able to fill all positions with HQ staff. Additionally, we have been able to train staff with alternative certification programs such as TexasTeachers.org, Region 18, and iTeach TX.

The elementary GT program teachers have attained the SBEC GT certification. PreAP and AP teachers have been afforded the opportunity to attend College Board training by attending AP Summer Institute at UTPB.

## **Staff Quality, Recruitment, and Retention Needs**

### **Index 1 through Index 3**

Continue evaluating the instructional setting and curriculum to maximize student success through the summer testing administration. Establish a strategic comprehensive professional development plan throughout the year focused on planning and delivering rigorous instruction to align with state standards.

Retention is an area of growth needed in our district. Many obstacles are faced that are out of our control; including, the extremely high cost of living, availability of housing, increased student enrollment and competition with other districts and the oil industry. Our school board is addressing these issues in an ongoing manner.

### **Index 4 Post-Secondary Readiness**

CTE would be better served if we could provide higher salaries based on years of experience in the field. Sometimes it is difficult to locate very experienced individuals to leave their careers in business and industry in which they are making higher wages, in order to make less as an instructor.

GT could be better served if GT program teachers attended the annual GT training through TAGT State and Regional trainings.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### Index 1 through Index 3

Research based best practiced curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within credit recovery, tutoring, dyslexia services, balanced literacy, guided math, Classworks, Istation, Brainchild and reading services to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, Campus Curriculum Facilitators (CCFs), reading coaches, reading specialists, bilingual faculty, dyslexia teachers, tutors, special education personnel, and credit recovery staff support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Nagliari, STAAR, SBAs, DBAs, unit assessments, IStation, Classworks and TELPAS assessments allow for early identification of need and potential targets for intervention.

### Index 4: Post Secondary Readiness

Most curriculum related to CTE is certification-based or licensure-based. CTE follows state and/or national guidelines to ensure what is offered is equivalent to the examinations and that their is alignment to the TEKS.

Advanced Academic Services focused efforts in preparing ECISD students for College and Career Readiness:

All 8th grade students are administered the College Readiness assessment, ReadStep. This assessment measures a progression of skills and it helps schools target interventions at critical points in a student's career. It also measures the skills students need to be on track for success in college and careers.

All sophomores and juniors are given the PSAT (The Preliminary SAT). The feedback received gives students their strengths and weaknesses on skills necessary for college study. As juniors they enter the competition for scholarships from NMSC.

The district offers a college prep course to assist students to be successful on the PSAT/SAT. This class covers content that appears on the SAT and techniques needed to achieve high scores. Students are also given the opportunity to do college research and arrange to have college admissions recruiters come in and speak to them throughout the semester. Parents receive periodic data to measure student progress.

The district is transitioning to a district-managed curriculum.

AVID incorporates WICOR as the basis for instruction across the curriculum to improve learning and access for all students.

W - Writing to learn

I - Inquiry

C - Collaboration

O - Organization

R - Reading to learn

AVID Secondary uses weeks at a glance (WAGS) lessons aligned to standards and domains. The WAGS are found online at AVID.org. Both Elementary and Secondary AVID use AVID curriculum guides which incorporate WICORized lessons and activities. AVID Elementary Weekly (for Elementary) and AVID Weekly (for Secondary) is another supplementary online resource which provides the following:

- Can be used by AVID and content-area teachers to teach critical reading
- Enhances AVID Schoolwide and Districtwide implementation
- Uses current newspaper articles from the *Washington Post/Bloomberg News and McClatchy-Tribune* news services
- Sample lessons use critical reading strategies in conjunction with articles
- New articles, cross-referenced with critical reading strategies, available each month during the school year

Students in elementary AVID are assessed three times per year by the classroom teacher in the areas of: organization, binders, note taking, and levels of thinking.

Secondary AVID students are assessed weekly within the AVID elective class in all areas of instruction (Tutorials, Writing, Reading, Organization, Level's of Thinking, Socratic Seminars, Philosophical Chairs, Note taking).

## **Curriculum, Instruction, and Assessment Strengths**

### **Index 1 through Index 3**

Curriculum has worked diligently to allocate sufficient resources in the form of staff and programs directed at the diverse learning needs of our students while protecting the integrity of an aligned curriculum.

### **Index 4 Post-Secondary Readiness**

An estimation of over 150 students will earn licensures/certifications in CTE for 2013-14. Testing is currently underway; exact data to be included in June. CTE will cover the cost of all assessments this year. Next year, CTE will cover the cost and be provided a reimbursement, according to House Bill 5.



Collaborative subject teams are writing curriculum for PreAP core content areas to support the work in AP courses.

Scope and Sequence is placed in Eduphoria for ease of access to teachers.

## **Curriculum, Instruction, and Assessment Needs**

### **Index 1 through Index 3**

2013 test scores support the need for an aligned curriculum. Where curriculum has been aligned, student performance is showing positive benefits. Curriculum, instruction and assessment needs should continue to focus on alignment and strategically target areas of identified need: reading literacy, writing literacy and math literacy. Remediation and spiraling should be targeted from the beginning of the year to close learning gaps. Additionally, teachers need ongoing training and support in the utilization of data to target student deficiencies.

### **Index 4 Post-Secondary Readiness**

CTE at NTO was previously a testing site for CTE for areas such as Autodesk, Microsoft, etc. Now that many of these programs are located at the high school campuses, it is difficult to get students to the testing site at NTO. Plans are underway to create testing sites at PHS and OHS.

Increase collaboration and communication between core content areas and special programs (Bilingual/ESL, Special Education, Advanced Academics, and AVID). Increase collaboration and input from teachers through collaborative curriculum teams by subject. Continue to support the implementation of the district-managed curriculum, and improve results on state assessments.

# Family and Community Involvement

## Family and Community Involvement Summary

### Index 1 through Index 3

ECISD promotes family and community involvement through the Community Outreach Center, press releases, district and school websites, school newsletters, parent conferences, VIPs, and Parent Link. Within ECISD campuses, family and community members are encouraged to participate in numerous activities outside and within the classrooms including open house events, family reading nights, fine art events, sporting activities, family science nights, Science Fairs, Engineering Fairs, PTAs, PTOs, and organizational booster clubs to name a few.

Special program parents are encouraged to learn more about the unique learning needs of the programs serving their child and serve as advocates for their children.

### Index 4 Post-Secondary Readiness

CTE participates annually in the PHS Showcase, OHS Prime Time, and an ATC-G Showcase. Parent turn-out at these events is fairly high. CTE also participates in the spring and in the fall in Career Fairs at each of the six junior high schools. Parent involvement in the career fairs is minimal.

Partnerships with business and industry in the community are strong. Advisory Boards are held with each CTE pathway, in addition to collaboration with business and industry individuals for Practicum and other work-based learning opportunities for students. Business and industry donate items often to the tech centers and visit students for presentations regarding workforce and career opportunities.

Partnership with Odessa College CTWE and with the Permian Basin Workforce & Development Board are strong; scholarships are provided for dual credit tuition, opportunities to address district needs are provided, and dual credit opportunities have expanded due to these great partnerships.

Advanced Academic Services department supports district wide events for both elementary and secondary.

Partnership with UTPB and OC to host AAS events (Decathlon, Octathlon, Elementary Chess Tournament, showcases, etc.)

AVID requires parental involvement within the Certification Self Study (CSS). Each Elementary School is required two parental workshops focusing on AVID awareness per year. Secondary requires at least two parent workshops and also requires parent participation within the AVID site team at level 2 on the CSS.

Community partnerships are strong with AVID. The Education Foundation has been a supporter of AVID and was instrumental in bringing AVID to ECISD. They support many funding projects and provide incentives during the end of year AVID celebrations. Complex Community Federal Credit Union have also been a vital part of AVID at the secondary level. They provide financial literacy planning presentations each year to students and also provide scholarships for our AVID Seniors. UTPB and OC are also great partners, since they are a part of the AVID College Readiness System. We often work together during math summer bridge projects, AVID celebrations, and teacher prep initiatives.

## **Family and Community Involvement Strengths**

### **Index 1 through Index 3**

ECISD continues to close the performance gaps with increased family and community involvement through Volunteers in Public Schools and committee involvement at the campus and district level.

### **Index 4 Post-Secondary Readiness**

Partnerships with business and industry, with the local workforce board and Odesa College are strong.

Family and community members are invited to participate in student in district wide showcases, chess tournaments, Octathlon, Decathlon and campus events.

## **Family and Community Involvement Needs**

### **Index 1 through Index 3**

Ongoing educational awareness is needed throughout the district in order to address areas of concern. Increased participation of family and community members of our subgroup populations would assist with closing the performance gaps.

### **Index 4 Post-Secondary Readiness**

Parental involvement regarding CTE is weak and needs much improvement.

Identify areas to support parents and community through well-developed and user-friendly content area websites.

Reinstate the Ector County Association of Gifted and Talented parent organization.

# Technology

## Technology Summary

### Index 1 through Index 3

ECISD utilizes numerous technological programs throughout the district in order to promote student learning and close the achievement gaps. The district has ensured that every classroom is equipped with best practice STAR chart equipment. Odysseyware, Brainchild, Think Through Math, IStation, Classworks, and Pasaporte assist with tutorials, intervention, and credit recovery. Renaissance Learning provides online books available to students at school and home. ECISD incorporates computer labs on each campus along with SmartBoards and document cameras in each classroom. Teachers are provided with laptops and are trained on how to use them to enhance instruction.

### Index 4 Post-Secondary Readiness

CTE has a great deal of technology, some of which needs upgrading. A compilation of district computers has been created, including location and funding source. CTE upgrades at least two computer labs each year, but this is a large strain on the CTE budget. CTE is working with district CTO in order to possibly add CTE computer labs to the district re-fresh list.

ECISD has an outstanding Technology and Information Systems department that supports the needs of Advanced Academic Services.

AVID is encouraging the use of more technology within the classroom. It is now a part of Essential 7 for AVID secondary - which requires that students have the opportunity to use technology as a tool in the AVID elective classroom. Students will often do college research online and present power point presentations over colleges.

Teachers are also encouraged to use more technology in the classroom, such as incorporating videos, digital binders, power points, and online webex trainings provided by AVID Center.

## Technology Strengths

### Index 1 through Index 3

ECISD continues to move forward with technological changes as they arise- having improved our infrastructure to be technology friendly. ECISD replaces classroom and computer lab computer systems on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

## **Index 4 Post-Secondary Readiness**

All Project Lead the Way equipment has been transitioned from fishertechnics to Vex, as per PLTW. BIM computer labs have been updated. Additions to PLTW junior high program, Gateway to Technology, have been purchased for Hood Junior High. All CTE equipment is reviewed annually against the budget in order to determine what can be upgraded and when.

Technology is essential for running our district and the support is outstanding. Reports and data support the needs of our department and district.

## **Technology Needs**

### **Index 1 through Index 3**

ECISD must continue to ensure equity among instructional technology at each campus while actively seeking to revise current minimum structures offered at each campus. Teachers' professional learning need to continually grow to enhance instruction through the use of technology.

### **Index 4 Post-Secondary Readiness**

CTE computer lab re-freshes are costly and put a great strain on the CTE budget. Additionally, some of these labs are used for non-CTE purposes such as OW. CTE computer labs not purchased with 244 (Perkins) funds should be added to the district refresh list for upgrades as needed.

Incorporate instructional technology into content specific professional development to support teachers in their implementation of its use in the classroom to impact student learning.

Each Elementary GT cluster campuses would greatly benefit from having their own C.O.W. since so much research is conducted in these classes.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- AEIS longitudinal data
- AYP longitudinal data
- NCLB Report Card data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions

## Student Data: Behavior and Other Indicators



- Annual dropout rate data
- Attendance data
- Violence and/or violence prevention records

# Goals

## Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.






**Performance Objective 1:** PER TIMELINE: 100% of IR campuses will meet accountability standards as required by TEA by 2015. All other campuses will show increase in campus growth measures of at least 5% in the three identified lowest and highest SE by subject area by grade level on the District benchmark assessment by 2015. (Supports Federal & State Priority Goals SP 1.1, SP 1.2, SP 1.8, SP 1.9, SP 2.1, SP 2.2, SP 2.5)

**Summative Evaluation:** Current year accountability data (21 IR campuses), PSP Data, CSP Process, SBA Data, TEA Recommendations, Progress monitoring (how and what instrument)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Identify three highest and lowest SE's by grade level and content	C&I Team	Published report of data required				
Funding Sources: State Comp Ed, Title Two Professional Development, Title One School-wide, Title Three Bilingual/ ESL						
2) Complete required IR plans and submit to Texas Education Agency	Superintendent, Assistant Superintendent of Elementary Operations, Assistant Superintendent of Curriculum & Instruction	3-20-2014...April 3rd IR plans complete and submitted to Mr. Crowe....Mr. Crowe will review and submit to TEA...Wendy to communicate with Principals and CCSI				
3) Utilizing ALL current data, determine areas of needs and successes by campus, grade level, student SE. Priority Campuses:... Create data baseline...3-20-2104....Attend Priority Schools Summer Training June 10,20... Past year accountability data... PSP Data... CSP Process... SBA Data... TEA Recommendations... Progress monitoring (how and what instrument)...	DCIT, C&I Team, SLT, Campus Leadership, CIT	Current: Accountability data PSP Data CSP Process SBA Data TEA Recommendations Progress monitoring (how and what instrument)				
Funding Sources: Title One School-wide, Title Two Professional Development						
4) NEW INITIATIVE: Guided reading expansion grades 3-5	C&I Team, Collaboratives	Plan in place				
Funding Sources: State Comp Ed, Title One School-wide, Title Two Professional Development						
5) NEW INTIATIVE: Guided Math K-2 training District Wide	C&I Team, Collaboratives					




6) ADD PER TIMELINE: Develop Comprehensive plan for the integration of technology with ECISD curriculum to include but not limited to: Classroom technology standards, BYOD, One to One, PBL needs, wireless, testing, access, media centers, BUDGET, refresh, alternate funding sources, retrofitting, etc..(Supports Federal & State Priority Goals SP 3.3 & SP 3.6)	DCIT, CTO, SLT	Plan in place				
7) ADD PER TIMELINE: Evaluation of existing credit recovery, successful programs (state and peer), and technology..(Supports Federal & State Priority Goals SP 1.1, SP 1.2, SP 1.4, SP 1.9, SP 2.5)	DCIT, Secondary Ed, CTO, SLT, Elementary Ed	Plan for credit recovery, including recommendations for platform/programs, budget and facility needs/adjustments.				
8) ADD PER TIMELINE: Evaluate Istation	DCIT, C&I, Secondary OPS, Elementary OPS	Student data, success rates, lessons purchased				
9) ADD PER TIMELINE: Evaluate ECISD intervention program and processes, AVID, Campus Based, RTI (classworks, brain child, pasaporte, additional software?) .(Supports Federal & State Priority Goals SP 1.1, SP 1.2, SP 1.4)	DCIT, C&I, CFO	Publication of focused plans per campus, Student data, success rates,				
10) ADD PER TIMELINE: Evaluate PSP program(s).	C&I, CFO	Campus and student data and successes. Campus growth as required by documentation.				
11) ADD PER TIMELINE: EOC remediation	DCIT, C&I, CFO, Secondary Ed	Student data, success rates....				
12) ADD PER TIMELINE: Evaluate Extended year services, including historic student data and success rates	DCIT, Secondary Ed, Elementary ED, SPED, Bilingual, TPRS, Migrant, AVID, GT	Student data summer 2014 as compared to historic benchmarks. Revised EYS model to be implemented and refined for 2015				
13) NEW TEXTBOOKS	DCIT, C&I Team	Text book adoption in place				
14) District will support all required interventions for migrant students through shared service arrangement with educational service center to provide services in the following targeted areas: 1. Early childhood intervention 2. Identification and recruitment 3. Improved reporting for NGS & secondary credit exchange & accrual for migrant students 4. Graduation enhancement 5. Summer remediation program 6. Student leadership development 7. Promote college and career readiness 8. Parent advisory councils and communications 9. Serve as educational advocates for migrant students	Executive Director of Bilingual/ESL support services	Student data summer 2014 as well as parent and student documentation records of meetings, agendas and notes, NGS, & COE's				
15) TRAC will continue to support pregnant students and student parents through providing an array of services that address the students' unique barriers to academic success so they will graduate from high school with their appropriate cohort.	Coordinator of Teen Pregnancy Services	Graduation Rate, EOC data, course completion data				

<b>System Safeguard Strategies</b>					
16) Utilize data software (Eduphoria/INOVA Plus) to identify individual student needs to address gaps in student learning to add value to each individual student in order to meet or exceed the progress target.	Campus and district administrators	State assessment data, standards based assessment data			
17) Monitor implementation and effectiveness of the bilingual late-exit maintenance program	Assistant Superintendent of Elementary Education, Executive Director of Bilingual/ ESL services, Principals, ESL Specialists				
Funding Sources: State Comp Ed, Title Three Bilingual/ ESL					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 1:** We will ensure learning experiences that are engaging, challenging, and meaningful.

**Performance Objective 2: ADD PER TIMELINE:** Develop plan for transition from current curriculum to ECISD's by fall of 2016

**Summative Evaluation:** Current status of curriculum guides, plan for CCS (including budget), timeline established.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) ADD PER TIMELINE: Build 100% of curriculum guides for all grade levels and content area by 2016	Collaboratives, C&I, SLT	Guides already in place, timeline, guide completion.				
						

**Goal 1:** We will ensure learning experiences that are engaging, challenging, and meaningful.

**Performance Objective 3:** AMMEND PER TIMELINE: DEFINE ECISD MIDDLE SCHOOLS. Middle School Transition: All transition grade (6th and 8th) students and student sub-groups will meet standards on State administered exams after ECISD establishment of valid middle schools by December 2015.(Supports Federal & State Priority Goals SP 1.1, SP 1.2, SP 2.3)

**Summative Evaluation:** Current year accountability data; specifically transitions years (6th and 8th), Existing PBL successes and failures, Data from recent site visit, Teaming concept grade level(s) concentration, Others??.....

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Form Middle School Transition Committee: Teachers, Parents, Students, Community Members, ECISD Leadership	Assistant Sup. Secondary, SLT	Committee formed and shared with Board				
2) ADD TIMELINE: Define Middle School Reading model, including participation grade levels and capital needs and changes.	CFO, Assistant Sups, SLT	Comprehensive plan published....3-20-2014 Input from SLT in regards to the plan for required reading class for all 7th graders...implication with course selection and student elective choices.				
3) NEW: Define Middle School Math model, including participation grade levels and capital needs and changes.	C&I, SLT	Comprehensive plan published....3-20-2014: 20-2014 Input from SLT in regards to the plan for Algebra 1 requirements and participating grade levels...implication with course selection and student elective choices...Vertical alignment and YAG fidelity.				
4) Determine scope and grade level(s) for teaming. preliminary staffing plan	CFO, Elementary and Secondary Ed.					
5) Identify (additional) specific/successful middle school programs in the State: AVID, PBL, Credit Recovery, Credit Advancement, Dual Credit	Committee, Assistant Sup.,	Publish report and identification of specific strands that "fit" ECISD plan				
6) Determine preliminary staffing plan	CFO, Elementary and Secondary Ed, AD, SPED, Fine Arts, Bilingual					
7) Develop Communication Plan	SLT, PIO, Committee	Comprehensive plan for communicating ECISD's vision for our Middle Schools and the transition to....				
8) Determine Technology Plan	CTO, CFO, C&I					
9) Identify and develop facility modifications and impact study	AD, FA, COO, CFO, SLT, Committee	Comprehensive facility plan approved.				
10) Create preliminary Budget	CFO, SLT	Budget plan approved				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 1:** We will ensure learning experiences that are engaging, challenging, and meaningful.


**Performance Objective 4: ADD PER TIMELINE - TRANSITION:** Establish comprehensive plan for all extra-curricular programs, specifically focusing on transition grades from elementary to middle school and middle school to high school.(Supports Federal & State Priority Goal SP 2.3).

**Summative Evaluation:** Identification of successful extra-curricular programs in the State and peer districts.

**Goal 1:** We will ensure learning experiences that are engaging, challenging, and meaningful.

**Performance Objective 5: ADD PER TIMELINE - TRANSITION:** Transition age students (pre-k to kinder, 8th to 9th and 5th to 6th) will show increase in campus growth measures of at least 5% in the three identified lowest and highest SE by subject area by grade level on the District benchmark assessment by 2016 (to include migrant students)...(Supports Federal & State Priority Goals SP 1.1, SP 1.2, SP1.6, SP 2.3)

**Summative Evaluation:** State accountability measures, SBA, progress monitoring, NGS reporting.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Identify three lowest and highest SE's by content area and grade level	DCIT, C&I	Published report of data required				
						

**Goal 1:** We will ensure learning experiences that are engaging, challenging, and meaningful.








**Performance Objective 6:** ADD PER TIMELINE - TRANSITION. Staffing needs for transition years will be identified by winter 2014, including budget impact, cerification requirements, high needs areas, etc.(Supports Federal & State Priority Goals SP 2.3 & SP 1.6)

**Summative Evaluation:** Teacher certification requirements, identify existing staff that could be utilized

**Goal 1:** We will ensure learning experiences that are engaging, challenging, and meaningful.

**Performance Objective 7:** ADD AS PER TIMELINE: 100% of ECISD's magnet programs will align with District's initiatives and Board goals. All magnet student openings will be filled at 95% rate for magnet seats for all programs by fall 2016. All magnet schools will be rated acceptable under current accountability standards by fall of 2014.


**Summative Evaluation:** Evaluation of existing programs. Determining all modificatons and/or program eliminations. Existing fill rates (magnet transfers). Accountability data.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Presentation and evaluation of all existing magnet programs. Determine all modifications and/or elimination of programs	Elem. OPS, C&I, SLT	Publish list of program, modifications and eliminations				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** We will ensure learning experiences that are engaging, challenging, and meaningful.

**Performance Objective 8: ADD PER TIMELINE:** By 2016, 95% of advanced placement students will score above the national mean on college entrance exams. 95% of advanced placement students will score (3) or better on AP exams given. IB diplomas granted will increase by 50%. (Supports Federal & State Priority Goals SP 1.1, SP 1.2, SP 1.4)


**Summative Evaluation:** AP exam scores (including benchmark year), SAT/ACT data (including state and national mean scores), IB diplomas granted for years 2011-Present

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) ADD PER TIMELINE: Evaluation AP and Pre-AP for rigor and college readiness.	DCIT, Secondary OPS, C&I, CFO	Student data as required, growth measures as compared to benchmark data				
2) ADD PER TIMELINE: Evaluate current IB program.	DCIT, Secondary OPS, C&I, CFO	Program growth, cost per student, number of students participating				
						



**Goal 1:** We will ensure learning experiences that are engaging, challenging, and meaningful.

**Performance Objective 9:** ECISD will implement Early College High School by 2015. (Supports Federal & State Priority Goals SP 1.1, SP 1.2, SP 1.4, SP 1.8)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Determine partnerships and plan	Assistant Superintendent of Secondary Operations, Executive Director of College & Career Readiness and Counseling, CFO	Early College High School - UTPB, CTE with Odessa College				
						

**Goal 1:** We will ensure learning experiences that are engaging, challenging, and meaningful.

**Performance Objective 10:** Finalize AEC mission and Vision for Fall of 2014 by the reduction of expulsions by xx%, Increasing graduation rate by xx% and...(Supports Federal & State Priority Goals SP 1.8, SP 2.2. )

**Summative Evaluation:** Student Code of Conduct, State Accountability Data, Historic ECISD dropout/leaver/graduation rate data

**Goal 1:** We will ensure learning experiences that are engaging, challenging, and meaningful.

**Performance Objective 11:** AVID Smartgoal. (Supports Federal & State Priority Goals SP 1.1, SP 1.2, SP 1.4, SP 1.8, SP 2.2)

**Goal 1:** We will ensure learning experiences that are engaging, challenging, and meaningful.

**Performance Objective 12:** All students engaged in the state physical education assessment will show improvement. (Supports Federal & State Priority Goal SP 1.3)

**Summative Evaluation:** Fitness gram data will be evaluated for all students participating.

**Goal 1:** We will ensure learning experiences that are engaging, challenging, and meaningful.

**Performance Objective 13:** 95% of all students will meet mandatory compulsory attendance requirements and federal participation standards for state mandated testing. (Supports Federal & State Priority Goal SP 1.5, SP 1.7)

**Summative Evaluation:** State Accountability data, PEIMS submissions and attendance records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop a process to ensure 95% of all students and student groups participate in state assessments.	Campus and district testing coordinator	Participation rates				

2) Develop a plan to improve student attendance to a minimum of 95% for students in all targeted subgroups	Campus administrators and counselors, Lead Social Worker, Community in Schools Campus Coordinator (where applicable)	Attendance rates				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 2: We will provide infrastructure to maximize the success of all studentsx**

**Performance Objective 1:** AMMEND PER TIMELINE: Boundaries - ECISD will balance all campus enrollment within 10% of each other by Fall 2015

**Summative Evaluation:** Existing Boundary Plan, existing transportation routes and travel times, Post Unitary Plan, Demographic study.

**Goal 2:** We will provide infrastructure to maximize the success of all studentsx

**Performance Objective 2:** Complete Demographic study with most current data by March 2015.

**Summative Evaluation:** Publication and presentation of 2014 Comprehensive Demographic study

**Goal 2:** We will provide infrastructure to maximize the success of all studentsx

**Performance Objective 3:** ECISD transportation routes will be reduced by 20% AND travel times over 1.5 hours will be reduced by 50% by the fall of 2015


**Summative Evaluation:** Benchmark data (including existing and new boundaries, transportation staffing, existing routes and travel times). New route designations and established travel times.

**Goal 2:** We will provide infrastructure to maximize the success of all studentsx

**Performance Objective 4:** 100% of new construction will address instructional framework and campus/district initiatives. Refer to Strategic Priority 1 for programs and initiatives.

**Summative Evaluation:** Big to small high school model and conversion, PBL integrations all levels, Technology integration.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June

1) Translate existing Den/Corral system into ECISD's curriculum framework and delivery platforms	C&I, SLT	Construction and plans response is parellel with ECISD's instructional delivery and student engagement				
2) Identify PBL delivery and platform	C&I, SLT	Construction and plans repond to specific and unique needs of adopted instructional delivery at all grade levels and including new construction and renovations.				
3) ADD PER TIMELINE: Determine district furniture / equipment design and standards	SLT, CFO, CTO, COO, C&I	Publish comprehensive classroom/campus standards for furniture and equipment design, procurement and placement				
						

**Goal 2:** We will provide infrastructure to maximize the success of all studentsx

**Performance Objective 5:** PER TIMELINE: ECISD will reduce the elementary transfer/affidavit total student numbers to 4% of the overall elementary enrollment -AND- reduce the secondary transfer/affidavit total student number to 2% of the overall secondary enrollment (to achieve diversity parameters set forth in the Post Unitary Plan) by December 2014.


**Summative Evaluation:** Benchmark data regarding transfers and affidavits, Board policies. Post Unitary Plan, Implementation of revised Board Policies. 2015 transfer/affidavit data.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Review all existing policies and procedures	SLT	Complete understandin of issues created by existing policies				
2) Research similar ISD's policies and procedures (including Peer Districts)	COS, SLT	Published summary report of findings				
3) Develop draft policies	COS, SLT	Adheres to Post Unitary Plan, commnicated to Board, supports boundary changes, follows ECISD mission and vision				
						

**Goal 2:** We will provide infrastructure to maximize the success of all studentsx

**Performance Objective 6: ADD PER TIMELINE:** Teacher Housing, ECISD will provide housing options for 90% of incoming teachers beginning fall of 2015.


**Summative Evaluation:** Existing housing statistics, New Rooftop statistics, New multi-family statistics. Multi-tiered plan for housing options developed

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Publish housing report including existing housing, start-ups, multi-family and future development	COS, SLT	Published and communicated report				
2) Investigate alternate or additional funding sources for teacher housing supplements (i,e, Abel Hanger Foundations)	COS	Funding sources indentified and applications/grants completed				
3) Complete projection and housing component of Demographic Study	COO	Published report detailing current and future housing issues				
						

**Goal 2:** We will provide infrastructure to maximize the success of all studentsx

**Performance Objective 7:** Finalize AEC mission and vision for fall of 2014. Reduce expulsions an by xx% and Increase graduation rates by XX% by fall of 2015

**Summative Evaluation:** Documented "operating guidelines" for ECISD AEC programs

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) ADD PER TIMELINE: Determine location of Elementary and Secondary AEC programs.	SLT, COO	Location and plan finalized.				
2) Determine renovations needs and scope of project by fall 2014	SLT, COO, CFO	Scope finalized and funding secured				
						



**Goal 2:** We will provide infrastructure to maximize the success of all studentsx

**Performance Objective 8:** Develop technology plan to address 21st century learning (Supports Federal & State Priority Goals SP 3.3, SP 3.6)


**Summative Evaluation:** Development of plan steps

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Secondary BYOD	Chief of Technology, C&I, CFO					
2) District will ensure that technology plan includes best practice trainings for utilizing technology as an instructional tool by classroom teachers.	Instructional technology	Technology use reports, documentation of trainings.				

**Goal 2:** We will provide infrastructure to maximize the success of all studentsx

**Performance Objective 9:** The District will continue to support & pursue best practice solutions in all aspects that ensure schools provide safe, drug free learning environments for our students and faculty. (Supports Federal & State Priority Goals SP 2.6, SP 2.7, SP 2.8, SP 2.9)


**Summative Evaluation:** School safety audits, discipline reports & PEIMS reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) CHAMPS discipline model will be piloted at 10 additional campuses while existing participation will be tracked and monitored for effectiveness.	C&I, PD	Discipline reports				
2) District will provide training and support in the utilization of the procedures for the Texas Behavior Support Initiative in alignment with TBSI requirements.	Executive Director of Special Education	Evidence of support teams trained by campus and training documentation as required by TBSI				
3) District will ensure that campuses have the means to provide student support for suicide prevention, violence prevention & intervention, and harassment & dating violence.	Executive Director of CTE & Counseling	Student data, discipline reports, documentation of training				
4) District will work with campuses to ensure that conflict resolutions strategies exist on every campus.	Executive Director of CTE & Counseling	Documentation of training, discipline reports, student data				
						

**Goal 3: We will identify, engage and equip our world class team to accomplish our mission.**

**Performance Objective 1: TIMELINE ADD.** We will staff all central administrative level positions at 100% by Fall 2014

**Summative Evaluation: TIMELINE ADD.** All central administrative positions and job descriptions are complete and vetted. All cabinet positions are identified. All cabinet positions are filled

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Administrative support for new grade alignment	Chief of Staff, Assistant Superintendnet of Secondary Operations, SLT					
						

**Goal 3:** We will identify, engage and equip our world class team to accomplish our mission.

**Performance Objective 2:** TIMELINE ADD.. Teaching staffing positions will be filled at 100% for the District for the 2014-2105 school year by highly qualified teachers. (Supports Federal & State Priority Goal SP 3.4)

**Summative Evaluation:** TIMELINE ADD.. Evaluation of current recruitment methods, including targeted sites and programs. Evaluation of existing ECISD marketing materials. Development of comprehensive recruitment strategy, including targeted programs and areas, materials and methods.

**Goal 3:** We will identify, engage and equip our world class team to accomplish our mission.

**Performance Objective 3:** TIMELINE ADD. Complete comprehensive salary schedule that positions ECISD as West Texas leader in teacher recruitment and retention. (Supports Federal & State Priority Goal SP 3.5)


**Summative Evaluation:** TIMELINE ADD. Evaluation of peer district's salary schedule and development of comparison matrix. Identify anomolies and inconsitencies in current salary schedule. Identify budget impact's and funding issues.

**Goal 3:** We will identify, engage and equip our world class team to accomplish our mission.

**Performance Objective 4:** TIMELINE ADD. 100% of teacher professional development will align with District goals, District Improvement Plan and Board Goals (Supports Federal & State Priority Goals SP 3.1, SP 3.2, SP 3.3, SP 2.6, SP 3.5)

**Summative Evaluation:** TIMELINE ADD. Teacher feedback and post training evaluation through campus documentation, campus walk throughs....others


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) TIMELINE ADD: Guided reading training 3-5 / MS reading training						
2) TIMELINE ADD: CHAMPS and PBIS training						
3) TIMELINE ADD: Guided math k-3 PLANNING						
4) TIMELINE ADD: Mandatory new teacher training		Plan in place and schedule published				

5) TIMELINE ADD: Mandatory training for returning teachers						
6) TIMELINE ADD: Partner with Region 18 and Teachers for content						
7) TIMELINE ADD: New textbook training k-12 math and science						
8) TIMELINE ADD: Consistent Writing Practices K-12						
9) Professional development opportunities will be provided to instructional paraprofessionals.						
10) Instructional paraprofessionals will be highly qualified & able to provide quality support to instructional staff and students.	HR	HQ evidence				
11) Campus curriculum facilitators, reading specialist, and special program specialist/coordinators provide job embedded professional development.	Executive Director of Curriculum and Instruction, Executive Director of Instruction, Executive Director of Bilingual/ESL, Executive Director of Special Education	Teacher retention rates, state assessment results				
12) ELPS and Sheltered Instruction training for all teachers of ELL students will be completed.	Executive Director of Bilingual ESL					
	Funding Sources: Title Three Bilingual/ ESL					
						

**Goal 3:** We will identify, engage and equip our world class team to accomplish our mission.

**Performance Objective 5:** TIMELINE ADD. 100% of administrator professional development will align with District goals, District Improvement Plan and Board Goals. (Supports Federal & State Strategic Goal SP 3.1)


**Summative Evaluation:** TIME LINE ADD. Post training evaluation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) TIMELINE ADD: Munis / SIS Discussion and Timeline						
2) TIMELINE ADD: iNOVA Rollout	IT, CTO, SLT	NEW INITIATIVEUsage data,				
3) TIMELINE ADD: PLC for all administrators	SLT, C&I	PLC training logs				
4) TIMELINE ADD: Crucial conversations for all administrators	SLT, C&I	Schedule published, training log				
						

**Goal 3:** We will identify, engage and equip our world class team to accomplish our mission.


**Performance Objective 6:** Comprehensively staff new elementary schools

**Summative Evaluation:** Staffing tables established

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teaching job description established						
2) Administrator job description established.						
						

**Goal 3:** We will identify, engage and equip our world class team to accomplish our mission.

**Performance Objective 7:** Teacher Housing (Supports Federal & State Strategic Goal SP 3.5)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop relationships and partnerships	BM					
						




**Goal 3:** We will identify, engage and equip our world class team to accomplish our mission.

**Performance Objective 8:** Teacher retention (Supports Federal & State Strategic Goal SP 3.5)

**Goal 4: We will establish and sustain an inter-dependent partnership with key stakeholders.**

**Performance Objective 1:** TIMELINE ADD: Board Governance Model refined and finalized


**Summative Evaluation:** Board adoption of Governance Model

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop and refine policies and procedures related to Board Governance.	COS	Policies and areas of concern identified.				
2) Develop schedule and format for Board worksop	COS	Workshop agenda finalized				
3) Hold Board Workshop to refine develop model acceptable to the team of 8	COS, SLT, Super	Worksop scheduled and held				
						

**Goal 4:** We will establish and sustain an inter-dependent partnership with key stakeholders.

**Performance Objective 2:** TIMELINE ADD:Communication plan is developed to inform and solicit feedback from entire Board by Spring of 2015


**Summative Evaluation:** TIMELINE ADD: Ongoing communication plan is adopted. Evaluation of regular Board meetings after plan in place, overall board relations

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) TIMELINE ADD: Develop "pre-board workshop" plan .	COS, SLT, Super	Plan finalized				
2) TIMELINE ADD: Align 90 day plan with Board goals.	SLT	90 day plan converted to Plan For Learning, SLT time dedicated each week to develop specific strategies and to review progress				
3) TIMELINE ADD: Plan for learning "published".	SLT	Plan presented to Board				
						

**Goal 4:** We will establish and sustain an inter-dependent partnership with key stakeholders.

**Performance Objective 3:** TIMELINE ADD: Strategic Plan years 6-10 is developed by Fall 2015


**Summative Evaluation:** Strategic Planning meeting held with community focus groups and Board

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Hold focus group meetings	SLT	Meetings held and notes compiled				
2) Convene community group to review focus group meeting notes	SLT					
						

**Goal 4:** We will establish and sustain an inter-dependent partnership with key stakeholders.

**Performance Objective 4:** TIMELINE ADD: Parent involvement percentages (including PTAs and PTO's) will increase by 10% by the December 2015. (Supports Federal & State Strategic Goal SP 4.1)

**Summative Evaluation:** Campus and District data as compared to 2014 benchmark

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Establish 2014 comprehensive benchmark data for all parent involvement organizations	PIO, SLT	Report Published				
2) TIMELINE ADD: Determine feasibility of Family Engagement Office and staff required	PIO, CFO	Recommendation brought forward				
3) Title One, Bilingual ESL and migrant programs will assist campuses in improving parent engagement with parents of participating students served in each of these unique programs.	Federal State Program Director, Executive Director of Bilingual ESL services	Increased parent involvement documented within each program area.				
						

**Goal 4:** We will establish and sustain an inter-dependent partnership with key stakeholders.


**Performance Objective 5:** TIMELINE ADD: ECISD Culture and teacher morale shifts to District vision and mission

**Summative Evaluation:** Survey results??, Performance measures, staff retention data, vacancies data

**Goal 4:** We will establish and sustain an inter-dependent partnership with key stakeholders.


**Performance Objective 6:** Naming and renaming of schools

**Summative Evaluation:** Steps of plan and timeline established

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Modify policy - review policy	Chief of Staff	Policy reviewed and implemented				
2) Select committee	BOT	Committee established and working				
3) IS apply for new campus names and numbers	KW, PH					
4) Establish new school checklist	Superintendent, Chief of Staff	Checklist				
						

**Goal 4:** We will establish and sustain an inter-dependent partnership with key stakeholders.

**Performance Objective 7:** Parental engagement (Supports Federal & State Strategic Goal SP 4.1)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Parental engagement, PTA, PTO						
2) Complete and post HB5 parent involvement survey						
3) Booster Clubs						
						


**Goal 4:** We will establish and sustain an inter-dependent partnership with key stakeholders.

**Performance Objective 8:** Establish and maintain relationships community organizations

**Goal 5: We will communicate effectively to serve our mission.**

**Performance Objective 1: TIMELINE ADD:** Comprehensive communication plan developed for Ector County community by summer 2014 (Supports Federal & State Priority Goal SP 2.4)

**Summative Evaluation:** Communication plan in place

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) TIMELINE ADD: House Bill 5 Education opportunities developed for Ector County community by summer 2014	PIO, SLT	Communication plan and schedules finalized				
2) TIMELINE ADD: Develop or procure instrument to be used to provide valid community feedback	PIO					
3) Improved coordination of federal, state and local funds by all stakeholders will occur and include migrant services coordination.	Administration & Principals					
						

**Goal 6: We will model and market our new culture throughout our community to ensure support and participation.**

**Performance Objective 1:** TIMELINE ADD: Develop or procure instrument to be used to communicate ECISD's long range plan, mission and vision by summer of 2014

**Summative Evaluation:** Instrument or procedures implemented

**Goal 6:** We will model and market our new culture throughout our community to ensure support and participation.

**Performance Objective 2:** TIMELINE ADD: Develop or procure instrument to be used to gather data and gauge community understanding, confidence and overall culture by summer of 2014

**Summative Evaluation:** Instrument or procedures implemented



## System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	16	Utilize data software (Eduphoria/INOVA Plus) to identify individual student needs to address gaps in student learning to add value to each individual student in order to meet or exceed the progress target.

# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
164-11-6117-46-690-24	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$5,200.00
164-13-61**-***-**-**	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$350,000.00
164-**-61**-**-699-24	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$658,700.00
164-**-61**-40-**-24	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$176,761.00
164-**-61**-40-**-30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$33,239.00
164-**-61**-46-**-24	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$52,582.00
164-**-61**-46-**-30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$131,543.00
164-11-61**-44-002-24	6125 Salary Support - Locally Defined	\$26,500.00
<b>6100 Subtotal:</b>		<b>\$1,434,525.00</b>
<b>6200 Professional and Contracted Services</b>		
164-11-6219-46-690-24	6216 Professional Services - Locally Defined	\$50,000.00
164-32-6219**-***-**-**	6216 Professional Services - Locally Defined	\$140,000.00
164-11-6219-15-**-**-**	6219 Professional Services	\$200,380.00
164-13-64**-15-999-24	6219 Professional Services	\$23,258.00
164-61-6219-44-002-24	6219 Professional Services	\$25,600.00
<b>6200 Subtotal:</b>		<b>\$439,238.00</b>
<b>6300 Supplies and Services</b>		
164-11-6395-00-690-24	6395 Supplies, DP Operations - Locally Defined	\$2,700.00
164-11-6396-89-**-**-**	6396 Office Max General Supplies	\$41,250.00
164-11-63**-**-699-24	6399 General Supplies	\$107,300.00

164-11-6399-00-999-24	6399 General Supplies	\$114,095.00
164-11-6399-44-002-24	6399 General Supplies	\$1,000.00
164-13-63**-15-999-**	6399 General Supplies	\$18,522.00
164-13-63**-51-***-24	6399 General Supplies	\$4,000.00
164-21-6**-**-876-24	6399 General Supplies	\$2,100.00
164-21-639*-00-690-24	6399 General Supplies	\$7,334.00
164-3*-639*-00-690-24	6399 General Supplies	\$6,700.00
<b>6300 Subtotal:</b>		<b>\$305,001.00</b>
<b>6400 Other Operating Costs</b>		
164-13-6***-51-999-24	6411 Employee Travel	\$125,000.00
164-21-6***-**-876-24	6411 Employee Travel	\$7,000.00
164-3*-64**-00-690-24	6411 Employee Travel	\$4,475.00
164-31-6497-46-999-24	6411 Employee Travel	\$400,000.00
164-11-64**-**-699-24	6412 Student Travel	\$44,000.00
164-34-64**-44-002-24	6412 Student Travel	\$16,500.00
164-34-6412-00-690-24	6412 Student Travel	\$125.00
164-11-6497-40-***-**	6497 Fees - Locally Defined	\$215,000.00
<b>6400 Subtotal:</b>		<b>\$812,100.00</b>

## Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Administrative Support	Documentation Clerk	Title One/ State Comp Ed: Federal & Stat	.9/1
At Risk Administrative Support	Office Support	State Comp Ed: DAEP	4
At Risk Instructional Aide	Classroom Aide	State Comp Ed: Pre-k- Elementary	31
At Risk Instructional Support	Instructional Aide	State Comp Ed: DAEP	3
At Risk Instructional Support	Bilingual Aide	State Comp Ed: Pre-k	8
At Risk Instructional Support	ESL Aide	State Comp Ed: Secondary	4
At Risk Program Administrator	Administrator	State Comp Ed: DAEP/ Youth Center/ Eleme	4
At Risk Program Coordinator	Coordinator	State Comp Ed: Teen Pregnancy Services	1
At Risk Program Counselor	Counselor	State Comp Ed: Student Assistance Servic	18
At Risk Program Specialist	ESL Instructional Support Specialist	State Comp Ed: ESL	1
At Risk Program Specialist	Professional Development Specialist	State Comp Ed: Bilingual	1
At Risk Program Teacher	Teacher	State Comp Ed: DAEP	16
At Risk Program Teacher	Teen Leadership	State Comp Ed: DAEP	1
At Risk Reading Coach	Reading Coach	State Comp Ed: Elementary Campus	5
At Risk Remediation Teacher	TAKS/EOC Remediation Teacher	State Comp Ed: Secondary Campus	13.1
At Risk Support	Social Worker	State Comp Ed: Community Outreach Center	4
At Risk Tutor	Tutor	State Comp Ed: Tutoring	
Campus Curriculum Facilitator	Professional Developer	Title One & Title Two: K-12 Campuses	35
Class Size Reduction Teacher	Teacher	Title One & Two Elementary Campuses	48
Coca Cola Valued Youth Teacher	Teacher	State Comp Ed: CCVYP	1
Director	Title Two Professional Development Direc	Title Two	1
Gifted and Talented Instruction	Teachers	State Gifted & Talented	
Instructional Specialist	Bilingual Instructional Support	Title 3 & State Compe Ed: Bilingual	2
Professional Development Specialist	Reading Professional Development Specia	Title Two	16

Reading Dyslexia Interventionist	Teacher	State Comp Ed: Dyslexia Intervention	36
Reading Teacher	Teacher	State Comp Ed: Reading Intervention	4
Secretary	Administrative Secretary	State Comp Ed/Title One: Fed&State	.5/ .5
Special Assignment Teacher	Special Assignment Teacher	Title One: Elementary Campuses	4
Special Education Campus Leadership & Su	School Leadership & Support	State Special Education	
Special Education Instruction	Teacher	State Special Education	
Specialist	Homeless Liaison	Title One: Non-Title One campus support	1
SSI Summer Teacher	Teacher	State Comp Ed: Summer Program	
Supplemental	Teacher	Odysseware	
Supplemental Counselor	DAEP Guidance Counselor	Title One D, Subpart 2: DAEP/Youth Cente	1.0
Tutor	Homeless	Title One: Homeless non-title one campus	8

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Campus Curriculum Facilitator	Campus Curriculum Facilitator	Title One: CCF	24
Class Size Reduction	Teacher	Title One: Elementary	44
Instructional Specialist	Reading Specialist	Title One: Reading Specialist	5
Special Assignment	Title One Teacher On Special Assignment	Title One Special Assignment	3

# Plan Notes

## Federal/State Required Priority Goals:

**Federal State priority goals (SP) are integrated throughout the district improvement plan within the performance objectives identified. The performance objective (PO) will state at the conclusion of the objective which federal & state goals are supported by the objective if applicable.**

(SP1.1) 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. (Goal 1, PO 1, PO 3, PO5)

(SP1.2) All students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all title one students, all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO 5)

(SP1.3) Improved performance for physical education: All students engaged in the state physical education assessment will show improvement. (Goal 1, PO 12)

(SP1.4) All students will be graduate prepared for college or career readiness. (Goal 1, PO 8, PO 9)

(SP1.5) Improved performance for attendance rate: The attendance rate for students in all targeted subgroups will increase to a minimum of 95%. (Goal 1, PO 13)

(SP1.6) Early childhood intervention for migrant students/ improved identification and recruitment of migrant students, improved graduation enhancement for migrant students and improved services coordination for migrant students will occur. (Goal 1, PO 1, PO 6)

(SP1.7) Improved performance for participation: TAKS/STAAR: All campuses will meet or exceed 95% participation for every subgroup and TAKS/STAAR subject tested. (Goal 1, PO 13)

(SP1.8) All students will graduate from high school to include all student subgroups. (Goal 1, PO 10, PO11)

(SP1.9) Campuses will provide graduation enhancement opportunities and secondary credit exchange and accrual for migrant students. (Goal 1, PO 1)

(SP2.1) Improved reporting for NGS & secondary credit exchange and accrual for migrant students will occur. (Goal 1, PO 1)

(SP2.2) Campuses will reduce drop outs through drop out recovery efforts. (Goal 1, PO 1, PO 9, PO 11)

(SP2.3) Transition planning will be addressed at each campus as appropriate to ensure minimal student interruption. (Goal 1, PO 3, PO 4, PO 5 & PO 6)

(SP2.4) Improved coordination of federal, state, and local funds by all stakeholders will occur to include migrant services coordination. (Goal 5, PO1)

(SP2.5) Pregnant students and student parents will be supported through a learning environment that is unique to their individual needs in order for them to graduate from high school. (Goal 1, PO 1, PO 3, PO5)

(SP2.6) District and campuses will ensure that discipline management practices are in place to provide learning environments that are safe, drug free, and conducive to learning. (Goal 2, PO 1, PO 3, PO5; Goal 3, PO 4 )

(SP2.7) Campuses will provide student support for suicide prevention, violence prevention and intervention and harassment and dating violence. (Goal 2, PO 9)

(SP2.8) District and campuses will ensure that every campus has trained teams in the procedures for Texas Behavior Support Initiative (TBSI). (Goal 2, PO 9)

(SP2.9) Conflict resolution will be addressed to ensure a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in the number of discipline referrals and drop outs. (Goal 2, PO 9)

(SP2.10) Campuses will provide career education to assist students in developing the knowledge, skills and competencies necessary for a broad range of career opportunities and accelerated education. (Goal ?)

(SP3.1) All campuses will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing. (Goal ?)

(SP3.2) All campuses will ensure that teachers are given the opportunity to give input in the development of academic assessments. (Goal ?)

(SP 3.3) All campuses will provide professional development in utilizing technology. (Goal ?)

(SP 3.4) All students will be taught by highly qualified teachers and highly qualified instructional paraprofessionals. (Goal 1, PO 1, PO 3, PO5)

(SP 3.5) All campuses will recruit, hire and retain highly qualified teachers and instructional paraprofessionals. (Goal 3, PO 1, PO 4, PO 7, PO 8)

(SP 3.6) Campuses will utilize instructional technology as a teaching tool for student success. (Goal ?)

(SP4.1) All campuses will work to improve parent participation to include targeted subgroups: title one, bilingual ESL, and migrant. (Goal ?)





## 2014-2015 District Improvement & Planning Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Paul Armstrong	Index 2 Student Progress
Administrator	Sandra Banda	Index 3 Closing Performance Gaps
Administrator	Robin Fawcett	PD & Calendar Committee
Administrator	Tisa Hawkins	PD & Calendar Committee
Administrator	Alisha Jutras	DCIT Chair
Administrator	Ysmael Lujan	Index 1 Student Achievement
Administrator	Gregory Nelson	Index 1 Student Achievement
Administrator	Amanda Warber	Elementary DAEP/ Index 3 Closing Performance Gaps
Business Representative	Doug Chisum	Index 1 Student Achievement
Business Representative	Alan Torre	Index 3 Closing Performance Gaps
Classroom Teacher	Kevin Adams	Index 3 Closing Performance Gaps
Classroom Teacher	Angela Ahrlett	Index 2 Student Progress
Classroom Teacher	Lane Anderson	Index 3 Closing Performance Gaps
Classroom Teacher	Cris Armenta	PD & Calendar Committee
Classroom Teacher	Paula Baker	Index 2 Student Progress
Classroom Teacher	Juliette Bayless	Index 3 Closing Performance Gaps
Classroom Teacher	Amanda Britton	Index 3 Closing Performance Gaps
Classroom Teacher	Dana Bunting	Index 3 Closing Performance Gaps
Classroom Teacher	Jessica Cravens	Index 3 Closing Performance Gaps Co-Chair
Classroom Teacher	Willa Dawdy	PD & Calendar Committee
Classroom Teacher	Keri Decker	Index 2 Student Progress
Classroom Teacher	Jose Fuentes	Index 1 Student Achievement
Classroom Teacher	Michael Garza	Index 1 Student Achievement
Classroom Teacher	Michael Garza	Index 1 Student Achievement

Classroom Teacher	Christi Hansen	Index 3 Closing Performance Gaps Co-Chair
Classroom Teacher	Susan Hardy	Index 3 Closing Performance Gaps
Classroom Teacher	Alisha Holguin	Index 3 Closing Performance Gaps
Classroom Teacher	Michelle Keast	PD & Calendar Committe co-Chair
Classroom Teacher	Carmen Loe	PD & Calendar Committee
Classroom Teacher	Maria Mata	Index 2 Student Progress
Classroom Teacher	Holly McElyea	Index 3 Closing Performance Gaps
Classroom Teacher	Fallon McLane	Index 1 Student Achievement
Classroom Teacher	Kimberly Neal	Index 3 Closing Performance Gaps
Classroom Teacher	Melissa Neff	Index 3 Closing Performance Gaps
Classroom Teacher	Marilyn Noblitt	Index 2 Student Progress
Classroom Teacher	Rachel Ortega	Index 2 Student Progress
Classroom Teacher	Ashley Perales	PD & Calendar Committee
Classroom Teacher	Tami Polson	Index 1 Student Achievement
Classroom Teacher	Neal Rapheal	Index 4 Postsecondary Readiness
Classroom Teacher	Heika Smith	PD & Calendar Committee
Classroom Teacher	Georgia Stein	Index 1 Student Achievement
Classroom Teacher	Debra Theesfield	Index 4 Postsecondary Readiness
Classroom Teacher	Michelle Whetstone	Index 3 Closing Performance Gaps
Classroom Teacher	Judith Wilhite	Index 1 Student Achievement
Community Representative	Carla Clark	Index 4 Post Secondary Readiness
Community Representative	Karen Howard-Winters	Index 3 Closing Performance Gaps
Community Representative	Rey Lascano	Index 4 Postsecondary Readiness
District-level Professional	Molly Brinkley	Liaison/ Index 2 Student Progress
District-level Professional	Carla Byrne	Liaison/Index 4 Postsecondary Readiness Chair
District-level Professional	Julia Clay	DCIT Designee/ Ind. 1 Student Achievement, Ind. 3 Closing Performance Gaps, PD & Calendar
District-level Professional	Thomas Crowe	Superintendent/ Index 2 Student Progress

District-level Professional	Roy Garcia	Liaison
District-level Professional	Carolyn Gonzalez	Liaison
District-level Professional	Pam Harper	Liaison/ PD & Calendar Committee
District-level Professional	Wendy Hines	Liaison
District-level Professional	Dr. Stephanie Howard	Liaison/ Index 2 Student Progress Chair
District-level Professional	Henri Lewis	Liaison/ PD & Calendar Committee
District-level Professional	Omega Loera	Liaison
District-level Professional	Laura Matthew	Liaison/ Index 3 Closing Performance Gaps
District-level Professional	Pilar Moreno-Recio	Liaison/ Index 2 Student Progress
District-level Professional	Cynthia Roman	Liaison/ Index 2 Student Progress
District-level Professional	Nancy Vanley	Liaison: Index 4 Post Secondary Readiness
District-level Professional	Lisa Wills	Liaison/ Index 3 Closing Performance Gaps
Non-classroom Professional	Towana Bell	PD & Calendar Committee co-Chair
Non-classroom Professional	Sheila Lackey	PD & Calendar Committee
Non-classroom Professional	Robbie McGuire	Index 3 Closing Performance Gaps
Parent	Leslie Hankins	Index 4 Postsecondary Readiness
Parent	Kristi Martinez	Index 4 Postsecondary Readiness

# District Funding Summary

<b>State Comp Ed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Bilingual Specialists, ESL Specialists, Reading Interventionist, Reading Teachers, Reading Coaches		\$0
1	1	4	Bilingual Specialists, ESL Specialists, Reading Interventionist, Reading Teachers, Reading Coaches		\$0
1	1	17	ESL Specialists		\$0
<b>Sub-Total</b>					<b>\$0</b>
<b>Title One School-wide</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Specialists, Campus Curriculum Facilitators		\$0
1	1	3	Campus Curriculum Facilitators		\$0
1	1	4	Reading Specialists, Campus Curriculum Facilitators		\$0
<b>Sub-Total</b>					<b>\$0</b>
<b>Title Two Professional Development</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Specialists, Campus Curriculum Facilitators		\$0
1	1	3	Campus Curriculum Facilitators		\$0
1	1	4	Reading Specialists, Campus Curriculum Facilitators		\$0
<b>Sub-Total</b>					<b>\$0</b>
<b>Title Three Bilingual/ ESL</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Bilingual Specialists		\$0
1	1	17	ESL Specialists		\$0
3	4	12	Professional developers to provide training		\$0
<b>Sub-Total</b>					<b>\$0</b>

	<b>Grand Total</b> \$0
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# Addendums