Ector County Independent School District

District Improvement Plan

2016-2017 Formative Review with Notes

Board Approval Date: July 19, 2016
Public Presentation Date: July 19, 2016

Mission Statement

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

Vision

We embrace the vision of 4 Non-negotiables:

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

Core Beliefs

We believe that...

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

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

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

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes
1) Elementary: Monitor implementation and effectiveness of the Bilingual late-exit maintenance program, fully implement the new linguistic sequence and ensure fidelity to the time and treatment structures district-wide. Secondary: Provide Secondary Master Schedule parameters to ensure English Language Learners (ELL) students are served by a certified teacher and sheltered instructional practices are used in the classroom to support listening, speaking, reading and writing skills in order to ensure students develop one year's growth in language acquisition.	Executive Director of Bilingual & English (BE) as a Second Language (ESL), Bilingual & ESL Specialists and Coordinators.	Monitor Bilingual Classroom Schedules to reflect the time treatment. Fidelity to the instructional time allocated for each content. English Language Development in all Bilingual Classrooms for the required 45 minutes a day. Disaggregate current data, determine areas of needs and successes by campus, grade level, and student SEs.	November	Implementation of the Linguistic Sequence and Master Schedule Adjustments at the Secondary level.
			January	The Department has focused on ensuring all bilingual classroom schedules are aligned with the linguistic sequence. We are following up again with every bilingual teacher as campuses have made adjustments in their schedules for intervention or classroom support.
			March	
2) ECISD BE & ESL Department will provide professional development opportunities for BE & ESL teachers to ensure the use of effective instructional practices in the Bilingual and ESL classroom to include ongoing training on sheltered instruction and English Language Proficiency Standards (ELPS) training.	Executive Director of Bilingual & ESL, Bilingual & ESL Specialists and Coordinators and Campus Principals.	Walk-through instructional instrument reflects use of interactive instructional practices and ELL assessment data. Balanced Literacy Support in the BE & ESL classrooms. Guided Math K-5 implementation in the Bilingual Classroom	November	Professional Development was provided for Balanced Literacy and English Language Development classroom strategies.
			January	The Bilingual & ESL Department has continued with professional development for bilingual teachers in the areas of reading and writing and has provided ESL teachers with Sheltered Instruction and language objective support.
			March	

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes
3) The BE & ESL Department will provide training and monitoring on the Language Proficiency Assessment Committee (LPAC) process and LPAC compliance documents to ensure that all ELL students are served according to State and Federal guidelines.	Executive Director of Bilingual & ESL,Bilingual & ESL Specialists and Coordinators, Campus LPAC Administrator and Lead Teacher.	Bilingual and ESL Department Periodic Audits.	November	Initial LPAC training and guidelines were provided to all LPAC Administrators. Coordinators are following up with corrections.
			January	LPAC and new linguistic accommodation procedures training has been provided to Principals, LPAC administrators and Lead teachers. LPAC folder audit was conducted at all campuses.
			March	

✔ = Accomplished ◓ = Considerable ◑ = Some Progress ◯ = No Progress ✖ = Discontinue

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

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

Summative Evaluation 2:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes
1) The ECISD Special Education Department will provide staff development and modeling opportunities to support Co-Teaching/ Inclusion.	ECISD Special Education Department Director, Coordinators, District Leaders and support personnel.	Staff development sign-in sheets, classroom walkthrough documentation, staff development feedback forms	November	
			January	District leaders and campus administration are focused on increasing teacher attendance in our offered trainings. Follow up information from Stetson supports that most campuses are positively moving towards a more inclusive environment utilizing the various approaches to Co-Teaching.
			March	

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes
2) The ECISD Special Education Department will provide staff development and modeling opportunities to support positive behavioral interventions.	ECISD Special Education Department Director, Coordinators, District Leaders and support personnel.	Staff development sign-in sheets, end of year discipline report, classroom walkthrough documentation, staff development feedback forms	November ![Considerable]	
			January ![Some Progress]	District leaders and campus administration are focused on increasing teacher attendance in our offered trainings. Follow up information from Region 18, our district Behavior Specialist and the RtI Coordinator work together to ensure campuses and classrooms support a positive approach to classroom management and individualized behavior plans.
			March	
3) The ECISD Special Education Department will provide staff development and modeling opportunities to support appropriate goal setting/ writing and Individualized Education Program/Admission, Review and Dismissal (IEP/ARD) process.	ECISD Special Education Department Director, Coordinators, District Leaders and support personnel.	Staff development sign-in sheets, ARD documentation within special education software; staff development feedback forms	November ![Considerable]	
			January ![Considerable]	District leaders and campus administration are focused on increasing teacher attendance in our offered trainings. Follow up with campus administration and staff support a better understanding of the ARD process and expectations for student achievement.
			March	

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

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

Summative Evaluation 3:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes

1) Secondary students will be offered additional supports to help remove barriers to success. School supplies, clothing items, enrollment assistance, transportation, free lunch and community referrals will be provided through the Community Outreach Center.	Lead Social Worker, Secondary Operations, District Operations	Accountability performance gap will decrease between all students and Title I Part A secondary students by 5%.	November	
			January	The Drop Out Specialists, Social Workers, Homeless Specialist and BE/ESL Specialist monitor the Attendance Referral List on a weekly basis and provide interventions for students with attendance and drop out issues. Interventions are documented in Eduphoria and are reviewed by Lead Social Worker monthly. McKinney Vento identifications continue to rise indicating interventions and assistance by social workers and specialists. McKinney Vento identifications are reviewed by Lead Social Worker weekly.
			March	

			November	15 BE/ESL drop outs have been recovered to the COC drop out recovery program.
2) Secondary student enrollment will be monitored on a weekly basis. Drop outs will be offered a flexible drop out/credit recovery program at the Community Outreach Center. Students will have tutoring and credit recovery in a small environment with a teacher to student ratio not to exceed 1-10. Odyssey Ware will be utilized for the credit recovery. Study Island will be used to supplement learning.	Lead Social Worker, Homeless Specialist, Secondary Operations, District Operations, Instructional Technology, Curriculum Department	Accountability performance gap will decrease between all students and Title 1 Part A secondary students by 5%.	January March	The BE & ESL Specialist and the Homeless Specialist at the COC continues to monitor and provide support. The BE/LEP drop out recovery lab currently has 20 students attending and the Homeless Drop Out Recovery Lab has had 27 students enrolled. Lead Social worker reviews social worker and specialist interventions in Eduphoria monthly to ensure interventions are systematically applied. Social Workers and specialists have a weekly assignment of reviewing the drop out list for their area and they must provide interventions by the next week and document their interventions in Eduphoria on the Truancy Contract form. Lead social worker reviews the documented interventions in Eduphoria monthly for the students remaining on the drop out list to ensure they have been assisted. Lead Social Worker monitors the grad labs to ensure students are attending and are completing course work. Progress is documented in OW. Students ring the bell at COC when they have successfully gained a credit. 2 students have completed graduation requirements since the start of this year. Professional Tutors of America tutors come to COC for 2 hours a day and work one on one with students in math and science areas.

			November	
3) Teachers and Administrators will be notified at each grading cycle of which students in their classrooms have been identified as Title I Part A (McKinney Vento) students. Teachers of these students will review individual Eduphoria data with their campus administrators and offer support and tutoring according to weak areas identified.	Lead Social Worker, Campus Principals, Teachers of Title I Part A students, Elementary and Secondary Operations, Campus Administrators	Accountability performance gap will decrease between all students and Title 1 Part A secondary students by 5%.	January	Campuses have completed the McKinney Vento Homeless Student Notification and Supports Verification forms and returned them to COC. This process was completed by all campuses during the middle of January. Lead Social sent the forms out and then tracked the returns forms. When forms were not returned Lead Social worker contacted the campuses principal and the forms were then returned. Teachers have additionally been asked on the form to indicate the extra assistance they are providing these students. Teachers report on the forms they are referring MV students to tutoring and other campus supports as needed.
			March	
4) To ensure all secondary students have access to a guaranteed and viable curriculum, 100% of core teachers will implement the district adopted curriculum (TEKS Resource System) with fidelity by December 2016. Each secondary campus principal will be responsible for developing and monitoring a rotating schedule so that every campus administrator is responsible for completing and documenting a minimum of 5 classroom walk-throughs per week to verify alignment with adopted curriculum.	Campus Principals, Exec. Dir of Secondary Education, Asst Supt of Secondary Education	Accountability performance gap will decrease between all students and Title 1 Part A secondary students by 5%.	November	
			January	The vast majority of teachers have implemented TRS with fidelity. Coaching is being provided for those who have not fully made the transition. The majority of campus administrators have and are doing a minimum of 5 walk-throughs a week. Data will be evaluated and proved at the end of the school year.
			March	

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes
5) To ensure all secondary students have access to a guaranteed and viable curriculum, 100% of core teachers will implement the district adopted curriculum (TEKS Resource System) with fidelity by December 2016. To verify alignment with adopted curriculum, each secondary campus principal will be responsible for developing and monitoring a rotating schedule so that every campus administrator is reviewing and providing documented feedback to a minimum of 15 lesson plans per week.	Campus Principals, Exec. Dir of Secondary Education, Asst Supt of Secondary Education	Accountability performance gap will decrease between all students and Title 1 Part A secondary students by 5%.	November	
			January	All secondary campus principals developed and are monitoring a rotating schedule so that every campus administrator is reviewing and providing documented feedback to a minimum of 15 lesson plans per week. Data analysis will be available at the end of school year.
			March	
6) To ensure all secondary students have access to a guaranteed and viable curriculum, 100% of core teachers will maintain fidelity with the district adopted curriculum (TEKS Resource System) through May 2017. Secondary campus principals will ensure every campus administrator correlates 100% of their five mandatory weekly walk-throughs with the respective lesson plans to foster strong alignment with the TEKS Resource System timeline in preparation for ongoing District based assessments administered through May 2017.	Campus Principals, Exec. Dir of Secondary Education, Asst Supt of Secondary Education	Accountability performance gap will decrease between all students and Title 1 Part A secondary students by 5%.	November	
			January	Secondary campus principals are ensuring every campus administrator correlates 100% of their five mandatory weekly walk-throughs with the respective lesson plans to foster strong alignment with the TRS timeline in preparation for ongoing District based assessments administered through May 2017.
			March	

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✘ = Discontinue

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

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

Summative Evaluation 4:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes
1) Utilize balanced literacy/guided reading to improve instruction for all students.	Curriculum and Instruction (C&I), Campus Administrators	iStation data, the State of Texas Assessments of Academic Readiness (STAAR) data, data mats, Guided Reading Walk-Through forms	November ◕	
			January ◕	Reading Specialist are modeling and coaching in classrooms to help support teachers. The Reading Specialist Team focused on Burleson and Goliad the first semester to train any teacher struggling with Guided Reading. Feedback indicates improvement with the teachers. Campus and District Administrators walk-through data is showing the majority of classrooms are implementing Balanced Literacy.
			March	
2) Utilize iStation and response to intervention (RTI) program to ensure that all students are progressing towards Tier 1 classification.	C&I, Campus Administrators, Elementary Operations	Progressive data from each program, time on task data, Tier 1,2,3 classifications	November ◕	
			January ◕	Istation data shows K, 1,2,3,5 have less than 30% in tier 3 on the MOY testing. Fourth grade has 32%. Campuses are using LTS Stride for Tier II.
			March	

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

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

Summative Evaluation 5:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes
1) Utilize balanced literacy/guided reading to improve instruction for all students.	C&I, Campus Administrators, Secondary Operations	iStation data, STAAR data, data mats, Guided Reading Walk-Through forms	November	
			January	The Literacy Director is working with teachers ans CCFs to implement balanced literacy in 6th & 7th grade. Feedback and walk-through data is showing teachers still need support.
			March	
2) Utilize iStation and RTI intervention program to ensure that all students are progressing towards Tier 1 classification.	C&I, Campus Administrators, Secondary Operations	Progressive data from each program, time on task data, Tier 1,2,3 classifications	November	
			January	Istation data is showing 33% for 6th, and over 50% in 7th & 8th. teachers are not using Istation for all students in these grades. it is used for struggling students. LTS Stride is used for RtI Tier II students. The district report is showing improvement.
			March	
= Accomplished = Considerable = Some Progress = No Progress = Discontinue				

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

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

Summative Evaluation 6:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes

1) Utilize guided math to improve instruction for all students.	C&I, Campus Administrators	Think Through Math data (3-5), STAAR data, Guided Math Walk-Through forms, Unit Assessments, Pearson topic checkpoint data	November	
			January	Walk-through data from our TCM math consultants shows implementation in K-3. We continue to support and coach teachers in guided math.
			March	
2) Utilize Think Through Math and RTI intervention program to ensure that all students are progressing towards Tier 1 classification.	C&I, Campus Administrators, Elementary Operations	Progressive data from each program, time on task data, Tier 1,2,3 classifications	November	
			January	The math coordinator and CCFs are continuing training in Think Through Math. LTS Stride show some growth in math.
			March	
3) Provide job embedded professional development using webinars, a Math Consultant, and provide opportunities to attend Math Professional Institutes to increase knowledge of math concepts.	C & I, Region 18	Guided Math walk through forms, STAAR data, Unit Assessments, Teacher Feedback	November	
			January	TCM math consultants work with teachers at each K-5 campus 3 times. After each visit, they work with the CCF on what to coach the teachers on for guided math. CCFs have had 3 trainings on math concepts to help support teachers in planning and implementation.
			March	

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✖ = Discontinue

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

Performance Objective 7: All 6-8th grade students will improve their math mastery a minimum of one year.

Summative Evaluation 7:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	**Notes**
1) Support math teachers in the use of Texas Essential Knowledge and Skills (TEKS) Resource System to improve instruction for all students.	C&I, Campus Administrators, Secondary Operations	Think Through Math data (6-8), STAAR data, Unit Assessments,	November	
			January	The math coordinator and CCFs are meeting with teachers during their PLCs to help plan lessons. CCFs are modeling & coaching for struggling teachers. Unit assessments are showing little improvement.
			March	
2) Utilize Think Through Math and RTI intervention program to ensure that all students are progressing towards Tier 1 classification.	C&I, Campus Administrators, Secondary Operations	Progressive data from each program, time on task data, Tier 1,2,3 classifications	November	
			January	Campuses are using LTS Stride and showing some growth.
			March	
3) Provide job embedded professional development using webinars, a Math Consultant, and provide opportunities to attend Math Professional Institutes to increase knowledge of math concepts.	C & I, Region 18	Walk through forms, STAAR data, EOC, Unit Assessments, Teacher Feedback	November	
			January	After the Bells are offered for weak TEKS, but we are having low attendance. 10 teachers will attend NCTM with the math coordinator.
			March	

✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue

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

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

Summative Evaluation 8:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	**Notes**
1) AVID Site Team will offer continuous professional development (PD) over focused Note taking skills(beginning of year, during professional learning communities (PLC's), On Demand Videos on Advancement Via Individual Determination (AVID.org), writing, inquiry, collaboration, organization, and reading (WICOR) Wednesdays...	C&I, Director of AVID, District and Campus Instructional Leaders, AVID Coordinators	Certification Self-Study information, Data, Observations using AVID Coaching Tool, Lesson plans, Samples of Notes (monthly) from each core teacher submitted to Campus Instructional Leaders, AVID PD agendas	November ✔	the AVID dept. provided training on note taking at Teacher University and campuses provided back to school PD on note-taking.
			January ✔	the AVID dept. provided training on note taking at Teacher University and other workshops throughout the year, and campuses provided back to school PD on note-taking.
			March	
2) Instructional Leaders will model the use of note-taking skills during all meetings and PD sessions.	Director of AVID, District and Campus Coordinators and Instructional Leaders	Lessons, student work samples, note-taking samples from the meetings and PD sessions	November	Some leaders model the use of note-taking with their staff. This is an area that still needs to be modeled throughout the district/campuses
			January	Some leaders model the use of note-taking with their staff. This is an area that still needs to be modeled throughout the district/campuses
			March	

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Months	Notes
3) Administrators and AVID Site Team will establish and communicate clear note taking expectations.	AVID Site Team, Principals, Director of AVID, District and Campus Coordinators and Instructional Leaders	Lessons, Note Samples, Grades for notes, Note Taking Rubric, AVID Coaching/observation tool	November	Site team members and leaders at sites have written AVID goals that support the expectation of note-taking
			January	Site team members and leaders at sites have written AVID goals that support the expectation of note-taking
			March	

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

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

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

Summative Evaluation 9:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes
1) Schoolwide AVID: Implement a consistent tool for organization across the entire campus in which students are required to keep for all classes/subjects for easy access to planners, classwork, homework and any other records.	Campus Leaders, AVID Site Team, AVID Coordinator, AVID Director	Samples of organization tools, binder grade sheets, binder contents check-off sheet, general binder requirements, binder alerts	November	All campuses provide Agenda/planners for all students in grades 4th-12th (AVID implementation gr). All elementary schools require students to have organization tools (binder, folders). All secondary AVID students are required to keep a binder.
			January ✓	All campuses provide Agenda/planners for all students in grades 4th-12th (AVID implementation gr). All elementary schools require students to have organization tools (binder, folders). All secondary AVID students are required to keep a binder.
			March	

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			November	AVID Coordinators at all schools provided PD over organization skills at the beginning of the year, during PLC's.
2) AVID Site Team will provide continuous AVID PD over Organization Skills.	Campus Leaders, AVID Coordinator, site team, AVID Director	PD agendas, sign in sheets	January	AVID Coordinators at all schools provided PD over organization skills at the beginning of the year, during PLC's.
			March	
			November	site team members at each school created goals to support the implementation of organization skills
3) Administrators and AVID Site Team will set clear, consistent expectations for required implementation of schoolwide AVID organization strategy.	Campus Leaders, AVID site team, AVID Coordinator, AVID Director	Binder grade sheets, binder rubric, binder requirements	January	Site team members at each school meet monthly to review goals for organization and provide support as needed
			March	

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

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

    Summative Evaluation 10:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	**Notes**

1) BE/ESL secondary students will be offered additional supports to help remove barriers to success. School supplies, clothing items, enrollment assistance, transportation, and community referrals will be provided through the Community Outreach Center.	Lead Social Worker, BE/ESL Interventionist Specialist,Secondary Operations, Curriculum Department, District Operations	Accountability performance gap will decrease between all students and BE/ESL secondary students by 5%. Each 6 week grade and attendance reports.	November	The Bilingual ESL Specialist at the COC has provided additional enrollment assistance to 27 BE/ESL students who are also homeless. 50 BE/ESL students have received campus based Attendance Contracts. 15 BE/ESL drop outs have been recovered to the COC drop out recovery lab and are now attending full time.
			January	
			March	The BE & ESL Specialist at the COC continues to monitor and provide support. 20 students are currently utilizing the credit recovery lab. This specialist also monitors the weekly attendance referral list and provides interventions for LEP students who are having attendance problems.
2) BE/ESL secondary student enrollment will be monitored on a weekly basis. Drop outs will be offered a flexible drop out/credit recovery program at the Community Outreach Center. Students will have tutoring and credit recovery in a small environment with a teacher to student ratio not to exceed 1-10. Odyssey Ware will be utilized for the credit recovery. Study Island will be used to supplement learning.	Lead Social Worker, BE/ESL Interventionist Specialist, Secondary Operations, Curriculum Department, Instructional Technology,	Accountability performance gap will decrease between all students and BE/ESL secondary students by 5%. Each 6 week grade and attendance reports.	November	The COC BE/ESL specialist monitors the BE/ESL drop out list on a weekly basis and makes contact with families of drop outs in an effort to remove barriers to enrollment. Students are also afforded the opportunity to enroll in the COC BE/LEP drop out recovery lab. 15 former LEP/BE drop outs are currently enrolled and attending the COC.
			January	
			March	The BE & ESL Specialist at the COC continues to monitor and provide support. Currently there are 20 students enrolled in the COC drop out recovery program for LEP students.
3) BE/ESL secondary students will have their graduation plans reviewed at each grading cycle. Campus principals and counselors will be reminded to not automatically lower the student's graduation plan.	Lead Social Worker, BE/ESL Interventionist Specialist, Campus Administrators, Secondary Operations	Accountability performance gap will decrease between all students and BE/ESL secondary students by 5%. Each 6 week grade and attendance reports.	November	
			January	The BE & ESL Specialist at the COC, ESL Facilitator and Campus ESL Specialists work closely with the students and teachers at each campus.
			March	

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

Performance Objective 11: Transform student learning by developing an innovative mindset through a real world problem based learning approach. (BG-1,2,3)

Summative Evaluation 11:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	**Notes**

| 1) Implement Pick Education components in Elementary, Middle and High Schools.

Use Science as the gateway to cross-curricular impact.

Elementary - Shark Finder

Middle School - Electrophysiology

High School - Project BrainStem	Chief Innovation Officer Asst. Sups of Curriculum, Elementary Education and Secondary Education.	Implementation of Shake Finder, Electophysiology and BrainStem at the selected pilot campuses.	November	
			January	Use Science and Engineering as the gateway for cross-curricular impact. Elementary SharkFinder currently on two campuses with the intent to spread throughout the district. Middle School- Backyard Brains neuroscience and electrophysiology currently throughout the district. High School- Project Brain STEM in partnership with the Howard Hughes Medical Institute beta test site at Permian High School. Discussions to expand to other campuses. All High Schools are implementing Backyard Brains neuroscience and electrophysiology. Speaker engagements â€œ Introducing nationally known researchers, explorers, and industry leaders to ECISD in the form of live presentations and broadcast sessions The entire district- Skype session with American Oarsmen rowing team prior to their journey across the Atlantic via row boat. Multiple Secondary Campuses Presentation and workshop provided by Greg Gage PhD neuroscientist, TED speaker and White House Champion of Change. Multiple Secondary Campuses- Presentation and in-the-field exploration with Igor Siwanowicz PhD neuroscientist, photographer and explorer Future engagements spring 2017 Joy Reidenberg PhD professor of atnatomy at Mount Sinai, NYC and features on National Geographic international, PBS, and the Discovery Channel. John Hafernik PhD Professor of Ecology UC Berkley and President of the Board of Trustees of the California Academy of Science Return lecture and field trip with Igor Siwanowicz PhD neuroscientist, photographer and explorer PICK Education partner districts- Northwest ISD Plains ISD PICK Education trademark in process
			March	

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

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

    Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	**Notes**
1) Community Members/Parents can access TEKS Resource System using the online parent portal.	C&I, District Administration	ECISD District and Campus Website, establish baseline number of usage hits for the site	November ✓	TRS is available to parents on the district and campus websites.
			January ✓	TRS is available to parents on the district and campus websites.
			March	
2) Community Members/Parents can attend informational meetings to learn how to access/navigate the TEKS Resource System website.	Campus Principal, C&I, District Administration	Sign in sheets at the campus trainings provided, establish a baseline number of usage hits for the website	November ✓	Each campus conducted parent meetings to inform parents of TRS and how to access the materials.
			January ✓	Each campus conducted parent meetings to inform parents of TRS and how to access the materials.
			March	
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue				

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

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

Summative Evaluation 2:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	**Notes**
1) Training will be available throughout the summer and fall 2016.	C & I, Region 18	Sign in sheets, Teacher log-in data	November ✓	C & I provided training for district staff beginning in June. The complete rollout took place in August with training continuing during district staff development days.
			January ✓	Content Coordinators continued to work with specific campuses needing assistance with TRS.
			March	
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue				

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

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

Summative Evaluation 3:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	**Notes**

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes
1) Introduce TRS using informational meetings.	C & I, Campus Administrators	Sign in sheets, surveys in Eduphoria, and Meeting Agendas	November ✓	C & I began informational meeting with district organizations in March/April, 2016 (SLT, Board Members 2x2), May, 2016 (CCIS, Teacher Orgs, Principals, Tri-ethnic). June/July, 2016 informational meetings were held for teachers and parents. August, 2016 TRS was rollout by content area/grade
			January ✓	C & I began informational meeting with district organizations in March/April, 2016 (SLT, Board Members 2x2), May, 2016 (CCIS, Teacher Orgs, Principals, Tri-ethnic). June/July, 2016 informational meetings were held for teachers and parents. August, 2016 TRS was rollout by content area/grade
			March	
2) Ongoing implementation support of TEKS Resource System through PLC Meetings, After the Bell Sessions, and Summer Professional Development.	C & I, Campus Administrators, District Administration	Agendas, Sign in sheets, Teacher log in data, lesson plans	November 🟠	TRS is used for pre-planning with CCFs and they then use the strategies to help teachers plan.
			January 🟠	TRS is used for pre-planning with CCFs and they then use the strategies to help teachers plan.
			March	
✓ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue				

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

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

Summative Evaluation 4:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes

1) Unit Assessments will be utilized for English Language Arts and Reading (ELAR), Math, Science, and Social Studies according to the district created assessment timeline.	C&I, Campus Principals, District Administration	Eduphoria Data for Assessments, Teacher log in data, PLC Agendas (data)	November	Content Coordinators monitor unit assessments and the timelines.
			January	Content Coordinators monitor unit assessments and the timelines.
			March	

✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

Goal 3: Our actions will support the non-negotiable of Safe and Supportive Learning Environment. (BG-2)

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

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	**Notes**
1) All Conversation Help Activity Movement Participation and Success (CHAMPS) Campus Site Teams will participate in a CHAMPS/Positive Behavior Interventions and Support Based (PBIS) Refresher training and communicate expectations to all campus members.	Campus Administration, Director of Professional Development, CHAMPS trainers, Secondary and Elementary Operations, Curriculum Department, District Operations, Counseling Department, CHAMPS Site Team Members	PD Agenda, Sign-in sheets, CHAMPS Handouts, Meeting Agendas	November ✓	
			January ✓	All campuses implementing CHAMPS had the refresher training in July and/or August 2016. Campus administration trained their staff on CHAMPS/PBIS during back to school PD.
			March	
2) Campuses will use CHAMPS Strategies in the hallways and classrooms, as outlined in the Structure Teach Observe Interact and Correct (STOIC) checklist.	Campus Administration, CHAMPS Site Team Members, Director of Professional Development	PD Agenda, CHAMPS strategy posters/handouts posted in halls/classes, elements outlined in STOIC checklist visible in halls/classes, Lesson Plans	November ◔	
			January ◔	All campuses implementing CHAMPS/PBIS are using these strategies in the hallways and classrooms. The use at each campus is at a different degree of implementation. Director of PD will following up with campuses with specific needs.
			March	

3) Learning Walks and/or Implementation Surveys will be performed at every campus monthly by campus and district personnel.	Campus Administration, CHAMPS Site Team Members, Director of Professional Development	Learning Walk data, Implementation Survey results	November ◐	Campus and District administration have conducted implementation checks.
			January ◔	Campus and District administration have conducted implementation checks. Director of PD will follow-up to make sure Learning Walks and/or Surveys are being conducted.
			March	

✔ = Accomplished   ◔ = Considerable   ◔ = Some Progress   ○ = No Progress   ✖ = Discontinue

Goal 3: Our actions will support the non-negotiable of Safe and Supportive Learning Environment. (BG-2)

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

Summative Evaluation 2:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes
1) Campuses will receive CHAMPS/PBIS professional development based on current needs and degree of implementation of CHAMPS.	Director of Professional Development, Campus Administration, CHAMPS trainers, Secondary and Elementary Operations, Curriculum Department, District Operations, Counseling Department, CHAMPS Site Team Members	CHAMPS Needs Assessment Survey results, PD Agenda	November ✔	
			January ✔	All campuses implementing CHAMPS/PBIS are using these strategies in the hallways and classrooms. The use at each campus is at a different degree of implementation. Director of PD will follow up with campuses for their specific needs.
			March	

2) CHAMPS professional development training will be differentiated for elementary and secondary campuses to meet unique needs.	Director of Professional Development,Campus Administration, CHAMPS trainers, Secondary and Elementary Operations, Curriculum Department, District Operations, Counseling Department, CHAMPS Site Team Members	PD Agendas, PD presentations/handouts	November ✓	The training was differentiated with two different trainers. Presentations were focused on specific needs of elementary and secondary.
			January ✓	The training was differentiated with two different trainers. Presentations were focused on specific needs of elementary and secondary.
			March	

✓ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue

Goal 4: Our actions will support the non-negotiable of Purposeful, Timely, Two-Way Communication. (BG-1,2)

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

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	**Notes**
1) Every principal will provide a minimum of 3 parents who have indicated willingness to serve.	Superintendent, Principals	Increased number of active participants	November ✔	Each principal provided a minimum of 3 names of parent who expressed a desire to participate.
			January ✔	Refer to notes from November.
			March	
2) Every member will receive a reminder postcard the week of the meeting.	Superintendent	Log of postcards sent, increased participation	November ◔	It was determined that email would be more effective than a postcard. Email addresses were obtained for all participants and a reminder was sent via email.
			January ✔	All participants received an email reminder during this quarter.
			March	
3) Every member will receive a reminder phone call the day before the meeting.	Principals	Log of phone calls made, increased participation	November ◔	
			January ◔	Average attendance is 24 parents for this quarter.
			March	
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue				

Goal 4: Our actions will support the non-negotiable of Purposeful, Timely, Two-Way Communication. (BG-1,2)

Performance Objective 2: Baseline participation numbers for CCIS.

Summative Evaluation 2:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	**Notes**
1) Every campus will provide both a representative and alternate to serve on the Communication Council for Instructional Staff (CCIS).	Principals	List of two names from each campus provided to Public Information Officer	November	In terms of providing a second name for CCIS, we did not communicate this to principals before the year started. We have a rep from each campus but not alternates.
			January	Refer to the notes from November.
			March	
2) Communications office will send out a reminder the Friday before the meeting.	Public Information Officer	Log of emails sent to representatives and alternates kept	November ✔	Each participant received a reminder for this quarter prior to each meeting.
			January ✔	Each participant received a reminder for this quarter prior to each meeting.
			March	

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
3) Campus will send out a reminder to rep. and alternate the day of the meeting.	Campus Admin.	Copy of email to Public Information Officer	November	We did not communicate this to principals before the year started. The Communications Department is sending multiple reminders to reps each month.
			January	Refer to the notes from November.
			March	

<p align="center">✔️ = Accomplished   🟠 = Considerable   🟠 = Some Progress   ⚪ = No Progress   ❌ = Discontinue</p>

Goal 4: Our actions will support the non-negotiable of Purposeful, Timely, Two-Way Communication. (BG-1,2)

Performance Objective 3: Increase community participation at campuses.

Summative Evaluation 3:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	Notes
1) Every campus will keep a count of parents and community members who attend every event.	Campus Administration	Counts provided to Elementary and Secondary Operations Offices	November	
			January	The majority of campuses are maintaining a list.
			March	

<p align="center">✔️ = Accomplished   🟠 = Considerable   🟠 = Some Progress   ⚪ = No Progress   ❌ = Discontinue</p>

Goal 4: Our actions will support the non-negotiable of Purposeful, Timely, Two-Way Communication. (BG-1,2)

**Performance Objective 4:** Baseline numbers for VIPS

Summative Evaluation 4:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	**Notes**
1) Volunteers in Public Schools (VIPS) Department will show growth of 5% over the previous five year average of active volunteers.	VIPS Coordinator	VIPS monthly and end of year reports	November	The growth is to be compared on an annual basis. The data will not be available until May.
			January	Refer to the notes from November.
			March	
		= Accomplished = Considerable = Some Progress = No Progress = Discontinue		

Goal 5: Our actions will support the non-negotiable of College and Career Readiness (BG-1,2,3)

Performance Objective 1: Increase performance on College Readiness exams.

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews	
			Months	**Notes**
1) Students will show an increase of 10% over prior year who score above the national mean on college entrance exams (2014-15 SAT: 119) (2014-15 ACT: 188).	Director of Advanced Academic Services, Curriculum and Instruction, Secondary Operations, IB Lead Teacher, AP Coordinators	College Board Data/ACT Data (including state and national mean scores).	November ⬤	
Students will show an increase of 10% over prior year who score a (3) or better on College Board Advanced Placement (AP) Exams (2015 - TBD)		College Board Data; AP exam scores.	January ◕	2014-15 SAT: #Student Met Benchmark: 133 (9%) 2015-16 SAT: #Student Met Benchmark: 196 (13%) 2014-15 ACT: #Student Met Benchmark: 188 (19.6%) 2015-16 ACT: #Student Met Benchmark: 190 (18.8%) AP Scores 3+ by student: 2015: 236 2016: 275 IB Diplomas 2015: 10 students 2016: 9 students IB COURSE ENROLLMENT (11 &12 GRADE): 2015 - 122; 2016 - 75 IB Course Enrollment (11th/12th grade): 2015-122 students 2016- 75 students
IB diplomas granted will increase by 10% over prior year. (2015 - 10) IB course enrollment (11th & 12th grade) will increase by 5% over prior year. (122)		IB Data; IB Diplomas granted for years 2011 - Present. Information Systems course enrollment.	March	
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue				

Goal 5: Our actions will support the non-negotiable of College and Career Readiness (BG-1,2,3)

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

Summative Evaluation 2:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Months		Notes
1) Endorsement analysis (to determine anticipated course requests).	Executive Director, CTE Assistant Superintendent	Endorsement report	November		
			January		Endorsements are being updated through educational planning and will be further analyzed once the roll-over occurs in iTCCS.
			March		
2) Existing physical plant assessment and short and long-term plant design.	Executive Director, CTE Assistant Superintendent, Secondary Education Chief Operations Officer	Physical plant analysis report and physical plant design	November		
			January		Conversations about this have been on hold.
			March		
3) Evaluate current staffing and compare to needs identified in the endorsement analysis. Provide staffing proposal to address the identified needs.	Executive Director, CTE Assistant Superintendent, Secondary Education Chief Human Resources Officer	Staffing analysis report and staffing proposal	November		
			January		Endorsements are being updated through educational planning and will be further analyzed once the roll-over occurs in iTCCS.
			March		

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

Goal 5: Our actions will support the non-negotiable of College and Career Readiness (BG-1,2,3)

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

Summative Evaluation 3:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Months		Notes
1) Collaborate with CTE instructional staff regarding test results and curriculum.	Executive Director, CTE Assistant Superintendent, Secondary Education	Comparison of 2015-16 licenses issued and certifications obtained.	November		
			January		CTE programs are undergoing certification and licensure exams; more will follow March-May.
			March		
		✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue			