

THE  
**FUTURE**  
IS  
**NOW**

The graphic features the words 'THE FUTURE IS NOW' in a bold, sans-serif font. 'THE' is in a smaller purple font above 'FUTURE'. 'IS' is in a smaller purple font below 'FUTURE'. 'NOW' is in a larger green font with a yellow-to-green gradient. The letter 'O' in 'NOW' is replaced by a green wireframe globe. The background has a faint, light green circular pattern.

Foundations • Talent • Learning

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**Strategic Plan Quarterly Update**

# Strategic Plan Board Updates

Today

1. Incorporate Modified Zero Base Budgeting
2. Strengthen Professional Learning Communities
3. Incorporate Strategic Staffing and Compensation

August  
2021

February  
2021

November  
2021

## **Vision:**

OUR Students...THE Future

## **Mission:**

Believing OUR students are THE future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.



# ECISD Board Goals

1

The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32%<sup>1</sup> to 60% by May 2024 across all tested content areas.

2

The percentage of 3rd grade students reading at or above grade level will increase from 35%<sup>1</sup> to 45% by May 2024.

3

The percentage of high school graduates considered College, Career or Military Ready will increase from 56%<sup>1</sup> to 65% by May 2024.

1. 2018-2019 Texas Education Agency HTML TAPR

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&\\_debug=0&batch=N&app=PUBLIC&\\_program=perfrept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain1c.sas&namenum=068901](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perfrept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain1c.sas&namenum=068901)

# 14 Indicators of Success

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	Attendance	% student daily attendance	93.5% <sup>1</sup>	94% <b>92.78%</b>	94.5%	94.7%	95%
1,2,3	Growth (STAAR)	% of students who meet or exceed the STAAR progress measure	61% <sup>1</sup>	63%	66%	69%	75%
1,2,3	Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP	50%	52%	54%	56%	58%
2	Kindergarten Readiness	% of students meeting kindergarten readiness benchmark	35.2% <sup>1</sup>	40%	45%	60%	65%
1,2,3	3 <sup>rd</sup> Grade Composite (reading and math)	% of 3 <sup>rd</sup> grade students achieving the meets or exceeds standard in both reading and math on STAAR	24% <sup>3</sup>	26%	28%	31%	35%
1,3	6 <sup>th</sup> grade reading or math on grade level	% of 6 <sup>th</sup> grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 20% <sup>1</sup> M - 26% <sup>1</sup>	R – 22% M – 28%	R – 25% M – 33%	R – 30% M – 39%	R-37% M-47%
1,3	8 <sup>th</sup> grade reading or math on grade level	% of 8 <sup>th</sup> grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 34% <sup>1</sup> M - 24% <sup>1</sup>	R – 36% M – 26%	R – 41% M – 35%	R – 47% M – 45%	R-55% M-57%

1. 2018-2019 Texas Education Agency TAPR

2. NWEA MAP Score District Report ECISD Department of Accountability

3. 2018-2019 Texas Education Agency HTML TAPR [https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&\\_debug=0&batch=N&app=PUBLIC&\\_program=perf rept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain1c.sas&namenum=068901](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perf rept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain1c.sas&namenum=068901)

4. National Clearinghouse District Report ECISD Department of Accountability

5. Txschools.gov [https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&\\_debug=0&batch=N&app=PUBLIC&\\_program=perf rept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain3.sas&namenum=068901](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perf rept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain3.sas&namenum=068901)

6. Panorama District Report ECISD Department of Accountability

7. [https://1gvho4479ufd3vna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Recovery2020.FR\\_Web\\_.pdf](https://1gvho4479ufd3vna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Recovery2020.FR_Web_.pdf)

8. 2020 CCMR Tracker TEA TEAL report

# 14 Indicators of Success

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,3	English I and Algebra I college ready	% of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC	Eng I - 36% <sup>1</sup> Alg I - 42% <sup>1</sup>	Eng I – 38% Alg I – 44%	Eng I – 41% Alg I – 49%	Eng I – 45% Alg I – 55%	Eng I – 50% Alg I – 61%
1,3	College, Career, and Military Readiness	% of current seniors meeting at least one CCMR accountability indicator by the fall of their senior year	19.6% <sup>8</sup>	21%	23%	25%	27%
3	4 Year Graduate Rate	% of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate)	83.7% <sup>1</sup>	84%	86%	88%	90%
3	Postsecondary enrollment	% of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation	51% <sup>4</sup>	56%	59%	62%	65%
3	Postsecondary completion	% of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date	6.5% <sup>4</sup>	20% class of 2014	25% class of 2015	30% class of 2016	65% <sup>7</sup> class of 2017
1,2,3	Academic Gaps	The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3)	11 out of 47 (23%) <sup>5</sup>	13 out of 47 (28%)	16 out of 47 (34%)	20 out of 47 (43%)	24 out of 47 (51%)
1,2,3	School Connectedness	The belief held by students that adults and peers in the school care about their learning as well as about them as individuals.	59% <sup>6</sup>	60%	61%	62%	63%

1. 2018-2019 Texas Education Agency TAPR  
 2. NWEA MAP Score District Report ECISD Department of Accountability  
 3. 2018-2019 Texas Education Agency HVA TAPR [https://data.rita.texas.gov/cgi-bin/broker?\\_service=mapkv&\\_debug=0&balch=N&app=PUBLIC\\_program=perfrpt\\_perfrmt\\_ssk&level=district&search=districtnum&rgoort=2019/acct/domain3\\_ssk&num=048901](https://data.rita.texas.gov/cgi-bin/broker?_service=mapkv&_debug=0&balch=N&app=PUBLIC_program=perfrpt_perfrmt_ssk&level=district&search=districtnum&rgoort=2019/acct/domain3_ssk&num=048901)  
 4. National Clearinghouse District Report ECISD Department of Accountability

5. [tschools.gov](https://data.rita.texas.gov/cgi-bin/broker?_service=mapkv&_debug=0&balch=N&app=PUBLIC_program=perfrpt_perfrmt_ssk&level=district&search=districtnum&rgoort=2019/acct/domain3_ssk&num=048901)  
 6. Panorama District Report ECISD Department of Accountability  
 7. [https://data.rita.texas.gov/cgi-bin/broker?\\_service=mapkv&\\_debug=0&balch=N&app=PUBLIC\\_program=perfrpt\\_perfrmt\\_ssk&level=district&search=districtnum&rgoort=2019/acct/domain3\\_ssk&num=048901](https://data.rita.texas.gov/cgi-bin/broker?_service=mapkv&_debug=0&balch=N&app=PUBLIC_program=perfrpt_perfrmt_ssk&level=district&search=districtnum&rgoort=2019/acct/domain3_ssk&num=048901)  
 8. 2020 CCMR Tracker TEA TEAL report

# STRATEGIC PLAN PROJECTS

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## FOUNDATIONAL EXCELLENCE

Systematize Social Emotional Learning

Systematize Equity Based Funding

**Incorporate Modified Zero Base Budgeting**

Develop Long Range Facilities Master Plan

Develop Efficient Systems to Increase Productivity in Operations

Attain Data Interoperability

Earn Trusted Learning Environment Seal

Establish District Technology Standardization

Provide Home Internet Connectivity



## TALENT DEVELOPMENT

**Strengthen Professional Learning Communities**

Implement Personalized Professional Learning

Cultivate Talent Pipelines

**Incorporate Strategic Staffing and Compensation**

Develop a System of Support for National Board Certification



## LEARNING JOURNEY

Establish “To and Through” Efforts

Develop Choice Schools

Systematize Blended Learning

Redesign the Student Summer Experience

Implement a Learning Management System

Expand PreK



# Ector County ISD

# Incorporate Modified

# Zero Base Budgeting



# Budget Process Overview

## 3 PHASES

### PLANNING



Strategic plan alignment

### PREPARATION



Allocate Resources

### EVALUATION



Monitoring for Effectiveness

# Budgetary Approaches

- Since 1949 when TEA was founded, a variety of budget types and formats have been utilized by school districts.
- The approaches generally used by school districts are:
  - Line item (traditional) budgeting **ECISD use for campuses**
  - Performance based budgeting **Departments use this**
  - Program and Planning budgeting **Departments use this**
  - Site based budgeted **Campuses use this**
  - Zero base budgeting **ECISD use for departments**

# Zero Base Budgeting (ZBB)

The central thrust of ZBB is the elimination of outdated efforts and expenditures and concentration of resources where they are most effective, all achieved by an annual review of all program activities and expenditures.

## Decision Units

Divide up the government's operations into decision units (departments) at relatively low levels.

## Budget Starts at ZERO

There is no predetermined allocation for non-payroll funds.

## Justified Needs

Program activities and services must be requested based on need and justified annually.

## Aggregate and Analyze

Decision units are aggregated and analyzed

## Priority Ranking

Decision units and the requests within are ranked as to importance based on the goals of the organization.

## Cost/Benefit Analysis

Ranking and decisions may occur multiple times due to cost/benefit analysis and budgetary constraints.

# Zero Base Budgeting

## Advantages

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- **Efficient allocation of resources** because it is based on needs and benefits
- Drives leaders to find **cost effective** ways to improve operations
- Provides **greater staff initiative and financial responsibility**
- Increases **communication and coordination** within the organization

## Disadvantages

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- Difficult to define decision units
- Difficult to list and justify every need and benefit at time of budgeting
- Time consuming



# Ector County ISD

# Incorporate Modified

# Zero Base Budgeting

# Strengthen Professional Learning Communities (PLCs)



Presented by: Dr. Lilia Náñez, Associate Superintendent of C&I



# Presentation Outline

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## TODAY'S TOPICS

- About Professional Learning Communities (PLCs)
- Why We Have PLCs
- PLC Process
  - Data Driven Instructional (DDI) Meeting
- Data From Exemplar PLCs
- Status of our Training Cycle

“

## Leverage Leadership Core Ideas

Effective instruction isn't about whether we taught it. It's about whether students learned it.

The most effective teachers and leaders know when teaching is working. And when it isn't, they fix it.

**Paul Bambrick-Santoyo**

”



# What is a Professional Learning Community?

A Professional Learning Community (PLC) is a team of educators who work together to enhance their teaching practice and create a learning environment where all students reach their fullest potential.



## THE FOUR QUESTIONS

1

What do we want all students to know and be able to do?

2

How will we know if they learn it?

3

How will we respond when some students do not learn?

4

How will we extend the learning for students who are already proficient?

# What do we want all students to know and be able to do?

TEKS 2.9B – Explain visual patterns and structures in a variety of poems.

TEKS 2.10E – Identify the use of first or third person in a text.

2020-2021				
All Learning Standards				
2.2(C.vi)	2.3(C)	2.9(B)	2.10(D)	2.10(E)
35.29%	41.18%	47.06%	23.53%	41.18%
25%	50%	41.67%	25%	50%
35.29%	41.18%	47.06%	23.53%	41.18%
35.29%	41.18%	47.06%	23.53%	41.18%
0%	0%	0%	50%	50%
83.33%	79.17%	66.67%	50%	75%
75%	75%	66.67%	25%	58.33%
100%	100%	100%	0%	100%
77.78%	72.22%	61.11%	44.44%	66.67%
100%	100%	100%	100%	100%
100%	100%	75%	75%	100%
100%	100%	100%	100%	100%
100%	66.67%	100%	33.33%	0%
100%	50%	100%	50%	0%
100%	66.67%	100%	33.33%	0%
100%	100%	100%	100%	0%

# How will we know if they learn it?

## Reading

► Read the selection and answer each question.

### Winter Evening

Dee's papa reads a poem tonight.

The fire is burning, warm and bright.

She sips hot cocoa from her mug.

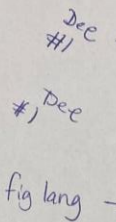
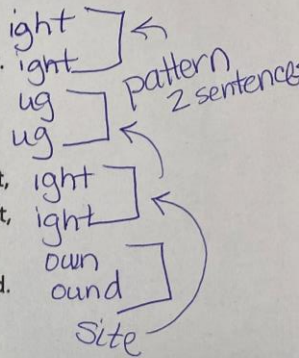
The kitten is sleeping on the rug.

<sup>5</sup> She hugs her blanket close and tight,

Her eyes grow heavier in the firelight,

As silver words float softly down

Like snowflakes falling to the ground.



1 Which word from the poem shows a third-person point of view?

- A the
- B kitten
- C she
- D softly

4 Which **two** words from the poem rhyme?

- A bright
- B down → this was the most selected wrong answer
- C mug
- D tonight

2.9B

Know	Show
recognize rhyme	identify beats or syllables in a line
rhythm	
pattern	Imagine language &
different types of	literacy lessons
poem	Seesaw lessons w/
recognize the genre	rhyming
vocabulary	UNWRAP
-stanza	songs
-line	identify <u>rime</u>
organization	

# How will we know if they learn it?

## 6th Grade Reading Unpacking TEKS Exemplar

**6.7C**- Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.

\*This TEK is aligned with STAAR Assessed Curriculum at Grade 6

KNOW	SHOW
<p>-Meaning of:</p> <ul style="list-style-type: none"><li>• Character</li><li>• Climax</li><li>• Falling Action</li><li>• Flashback</li><li>• Non-linear plot</li><li>• Plot</li><li>• Resolution</li><li>• Rising Action</li></ul> <p>-The components of a linear and non-linear plot diagram.</p> <p>-That not all plots are sequential</p> <p>- The difference between plot and theme.</p> <p>-How to identify the genre of the work, author's purpose, and intended audience.</p> <p>-The significance of flashback to the narrative.</p> <p>-How to make connections between plot development and literary elements such as setting, characterization,</p>	<p>-Students will experience the perspective of character and/or plot by role playing a text.</p> <p>-Students can write their own stories to include the elements of plot or change a linear plot to a plot that includes flashback.</p> <p>-Students will read a variety of literary texts representing a wide range of plots that include linear plots and plots with flashback. They will be able to analyze the text and create a plot diagram for the various texts.</p> <p>-Students will respond to their reading in both oral and written formats.</p> <p>-Students will engage in discourse about their understanding.</p> <p>-Students will be able to tie characters to the plot by changing the characters' responses in the story and examining different outcomes.</p>

# How will we respond when some students do not learn?

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- We identify the gap
- We **SEE THE GAP**
- We **NAME THE GAP**
- We **DO IT** – Plan the reteach (scripts)
- We schedule the reteach

See it!

Name it!

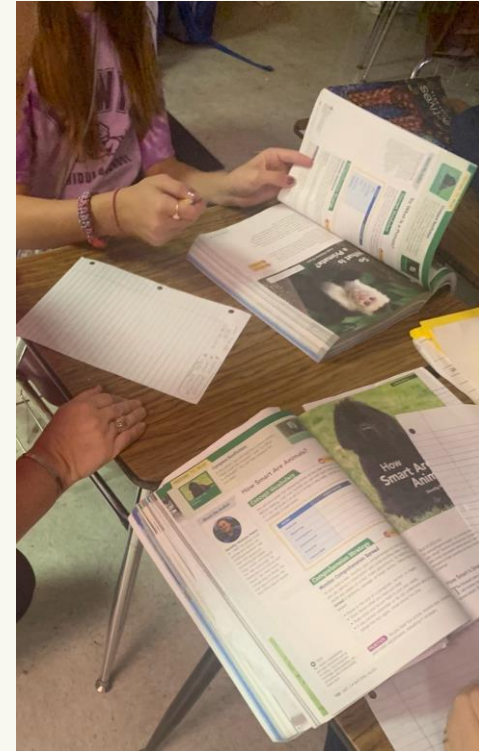
Do it!



# How will we extend the learning for students who are already proficient?



- Provide advanced leveled texts for students to select from
- Provide opportunities for students to demonstrate they have mastered the standards – presentation, project, report
- Provide personalized learning opportunities with digital platforms
- Provide small group instruction to enrich learning



# Data for Exemplar PLCs

## Exemplar PLC Data MS MAP Outliers

Nimitz	6th - 4	6th - 4	6th - 4.1 (-0.1)	6th - 4.0 (0.0)
	7th - 5	7th - 3	7th - 3.2 (+1.8)	7th - 3.2 (+1.8)
	8th - 6	8th - 4	8th - 2.7 (+3.3)	8th - 2.7 (+3.3)
Crockett	6th - 5	6th - 4	6th - 3.9 (+1.1)	6th - 4.0 (+1.0)
	7th - 5	7th - 3	7th - 3.1 (+1.9)	7th - 3.2 (+1.8)
	8th - 5	8th - 4	8th - 2.7 (+3.3)	8th - 2.7 (+3.3)

### Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	91
Mean RIT	176.1
Standard Deviation	12.3
District Grade Level Mean RIT	172.3
Students At or Above District Grade Level Mean RIT	57
Norm Grade Level Mean RIT	180.7
Students At or Above Norm Grade Level Mean RIT	31

Milam 2nd Grade: 3.1 RIT  
Points Above District Grade  
Level Mean RIT Middle of Year  
Test Administration

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	23	25%	26	29%	20	22%	13	14%	9	10%	175-176-177	12.3

# Our Training Cycle: Past, Present and Future

## 2019-2020 Schools

Burleson  
Dowling  
Ireland  
Goliad  
Milam  
Downing  
Bonham  
Bowie  
Crockett  
Nimitz  
W&Y  
OHS  
PHS

## 2020-2021 Schools and Departments

Blackshear  
Burnet  
Cavazos  
Gonzales  
Travis  
Noel  
Ross  
Blanton  
Sam Houston  
West  
Jordan  
San Jacinto  
NTO  
C&I Coordinators

## 2021-2022 Schools and Departments

Alamo  
Buice  
Cameron  
Fly  
Hays  
Pease  
Zavala  
Reagan  
Lamar  
Carver  
LBJ  
Austin  
AEP  
OCTECHS  
OCA  
Talent Development/Special Education  
Bilingual/ESL



PLCs is how we do business in...



# INCORPORATE STRATEGIC STAFFING AND COMPENSATION



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# OBJECTIVE

Ector County ISD will use strategic staffing to optimize the current and future workforce of the district while also embedding strategic compensation to attract, recruit, retain and grow talented employees.



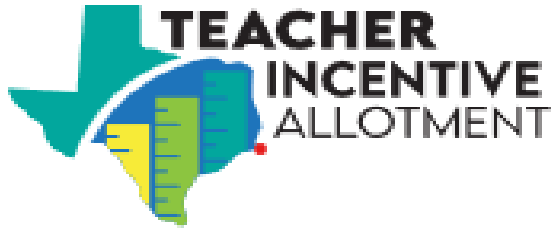


## Opportunity Culture Principles

Teams of teachers and school leaders  
choose and tailor school models to:



1. **Reach more students** with excellent teachers and their teams.
2. **Pay teachers more** for extending their reach.
3. Fund pay within **regular budgets**.
4. Provide protected in-school time and clarity about how to use it for **planning, collaboration, and development**.
5. Match **authority and accountability** to each person's responsibilities.



## What is the Teacher Incentive Allotment (TIA) ?

## Why do we want the Teacher Incentive Allotment in ECISD?





*Research shows that the #1 factor in improving student achievement is having a great teacher in the classroom.*

*The Teacher Incentive Allotment is one way ECISD will recognize, honor and reward teachers who are truly having an impact on student achievement in our District.*

# Who Can Qualify?



**Algebra I**

**English I**

**English II**

**K-8 Math Teachers**

**K-8 Reading Teachers**



# THE GOAL

The ultimate goal is for all teachers to have the opportunity to qualify for a TIA designation which invests in our talents and rewards our teachers.



**Master**

*Top 5% of the state*

**Exemplary**

*Top 20% of the state*

**Recognized/National Board Certification**

*Top 1/3 of the state*

The designation is added to a teacher's SBEC certificate and is valid for five years.

# What have we done so far?



## Next Steps for the future?

- \*Submit Cohort D Application to include Science grades 3-8 in April 2021
- \*MAP End-of-Year Data collection
- \*Data submitted to Texas Tech in October 2021
- \*Continue to work on T-TESS calibration
- \*Continue with Teacher Focus Groups
- \*Continue with Principal Focus Groups
- \*Continue with Application Committee and Steering Committee meetings



# INCORPORATE STRATEGIC STAFFING AND COMPENSATION



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**Strategic Plan Quarterly Update**