

Ector County Independent School District H.T. Sanchez, Ed.D., Chief of Staff

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Date:	February 7, 2012	
To:	Hector Mendez, Superintendent of Schools	
From:	H.T. Sánchez, Ed.D., Chief of Staff	
Subject:	Final Draft Superintendent Goals Prior to 2 nd Reading	

Draft Goals:

Core Belief	Statements
1. We believe all students can learn to	1. Establish performance baselines using first
their fullest potential.	district-wide benchmark data (October 2011) and
2. We believe high expectations and	narrow the performance range while systemically
standards coupled with quality	increasing all performance indicators. (The baseline
curriculum can result in the elimination	for the 2012-13 academic year shall be established
of the achievement gap.	by performance on the state assessments
	administered at the conclusion of the 2011-12 academic year.)
	2. Establish performance baselines relative to data points that reflect student performance at all
	achievement and academic levels. (For example, special student populations, college going rates, and
	academic designations like National Merit Scholars).
	3. District GT participation will reflect an
	enrollment of no less than 2% of the population of students in elementary schools that have been traditionally under-represented in GT enrollment, i.e. elementary schools with less than 2% GT enrollment.
	4. Budgeting processes will reflect the Board's
	managed instruction theory of action through
	alignment between instructional expenditures and
	district instructional initiatives. This will be visible
	throughout curriculum and instruction purchases.
	5. The district will establish a classroom technology
	profile with timelines and persons responsible for the use and alignment with district initiatives, the
	identification of the technology pieces, the
	acquisition of all requisite materials, the installation
	aspect, and the initial and ongoing professional
	development needed to ensure the profile's success.



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3. We believe outstanding staff when valued and supported can deliver quality instruction.	1. A schedule for ongoing professional development will be established with 100% of ECISD instructional faculty trained in the district's major initiatives. The transformative effect will be gauged through higher levels of student engagement as evidenced by classroom walk-through data. The affective aspect will be evaluated through anchored surveys and open-ended surveys post professional development sessions.
	2. The district will devise a recruitment and induction plan that attracts quality and diverse professionals and retains them with competitive salary and benefits packages as compared to similar districts.
	3. The district will act upon teacher feedback through articulated plans at the district level that address areas of concern (<i>CCIS</i>).
	Articulated plan(s) to include the development of a "360 evaluation" (parent/student evaluate teacher, teacher/parent evaluate principal, teacher/principal/community evaluate central administration, teacher/parent/community/central administration evaluate Board.
	4. Student attendance will increase during the 2011- 12 academic year to be at or above the state average for comparable districts.
	5. Student drop-out recovery and retention will improve from the 2009-10 academic year to be within +/- 5% retention with similar districts with similar demographics.
4. We believe in cooperative partnerships among students, families, community, and educators to ensure student success.	1. The district will align members from major Ector County community civic and economic leadership groups with the expressed intent of creating a long- range plan with actionable and evaluative steps to address the needs of two at-risk groups: teen parents and students one or two years behind their age appropriate peers in the acquisition of credits toward graduating in cohort.
5. We believe all students deserve a safe, positive, orderly environment.	1. The district will present a facility plan and timeline, with actionable steps for the administration and the Board, to meet the identified and projected population shifts as evidenced by a comprehensive facility study within the 2011-12 academic year. The intent of the timeline will



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reflect action to implement a multi-year facility plan prior to the 2012-13 academic year with Board approval. 2. Establish baseline data on current district practices that address student discipline via a written report identifying all discipline data points with the establishment of a baseline to improve upon with actionable steps and a timeline for the execution of such with persons responsible assigned.