

# Agenda of Board Workshop Meeting

## The Board of Trustees Ector County Independent School District

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A Board Workshop Meeting of the Board of Trustees of Ector County Independent School District will be held June 10, 2025, beginning at 6:00 PM.

The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Opening Remarks by Superintendent
4. Public Comment
5. Board Policy
  - A. Discussion of Revisions to Local Board Policy: DEC (LOCAL): Compensation and Benefits- Leaves and Absences 2
6. Report/Discussion Items
  - A. Discussion of 2025-2026 District Improvement Plan 14
  - B. Discussion of 2025-2026 ECISD Turnaround Plans (TAP) 27
  - C. Presentation and Discussion of 2024-2025 End of Year MAP Results 37
  - D. Discussion of Proposed ECISD 2025-2026 Compensation Plan 46
  - E. Budget Update Discussion 47
7. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]  
Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]
8. Closing Remarks by Superintendent
9. Adjournment
10. Board Policy



## **DISCUSSION OF AND REVISIONS TO LOCAL BOARD POLICY: DEC(LOCAL) - COMPENSATION AND BENEFITS: LEAVES AND ABSENCES**

The administration will request that the Board approve revisions to Policy DEC(LOCAL).

The administration requests that the Board approve revisions to Policy DEC(LOCAL). These revisions have been devised while considering the interests of employees. These revisions address the following:

- Remove the limit on the accrual of employee local leave.
- Clarify the payment terms for accumulated leave upon separation of employment.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

**Leave  
Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

**Definitions**

The term “immediate family” is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

Leave Day

A “leave day” for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full-time or part-time.

School Year

A “school year” for purposes of earning, using, or recording leave shall mean the term of the employee’s annual employment as set by the District for the employee’s usual assignment, whether full-time or part-time.

Catastrophic Illness  
or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee’s immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

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**Note:** For District contribution to employee insurance during leave, see CRD(LOCAL).

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**Availability**

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

**State Leave Proration**

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

**Medical Certification**

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

**State Personal Leave**

The Board requires employees to differentiate the manner in which state personal leave is used.

**Nondiscretionary Use**

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

**Discretionary Use**

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

*Request for  
Leave*

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

**Local Leave**

Each full-time employee shall earn paid local leave days per school year in accordance with the following:

Duty schedule	Local leave days earned
Up to 187 days (10.0 months)	5.0
197 days (10.5 months)	5.5
207 days (11.0 months)	6.0
217 days (11.5 months)	6.5
227 days or more (12.0 months)	7.0

Local leave shall accumulate without limit.

~~Accumulation of local leave shall be based on the number of days in the employee's annual duty schedule. When unused local leave is combined with accumulated state leave, the total shall not exceed one-half of the total number of days in the employee's annual duty schedule.~~

Local leave shall be used according to the terms and conditions of state sick leave accumulated before the 1995–96 school year, except that an employee may donate local leave to a sick leave pool. [See DEC(LEGAL)]

**Sick Leave Pool**

An employee who has exhausted all paid leave as well as any applicable compensatory time and who suffers from a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a sick leave pool, to which District employees may donate local leave for use by the eligible employee.

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

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(LOCAL)

The Superintendent shall develop regulations for the implementation of the sick leave pool that address the following:

1. Procedures to request the establishment of a sick leave pool;
2. The maximum number of days an employee may donate to a sick leave pool;
3. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and
4. The return of unused days to donors.

Appeal

An employee may appeal a decision regarding the establishment or implementation of the District's sick leave pool in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

**Mental Health Leave**

A District peace officer or a full-time District telecommunicator, as defined by law, who experiences a traumatic event in the scope of employment shall be granted a maximum of three days of mental health leave per traumatic event. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

The Superintendent shall develop regulations regarding mental health leave that address the following:

1. Circumstances or reasons under which a peace officer may use mental health leave;
2. Procedures for requesting mental health leave and maintaining the anonymity of the requester;
3. The administrator authorized to approve requests for mental health leave; and
4. Other procedures deemed necessary for administering this provision.

**Quarantine Leave**

A District peace officer shall be granted quarantine leave when ordered by the local health authority or the peace officer's supervisor to quarantine or isolate due to possible or known exposure to a communicable disease while on duty. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

The Superintendent shall develop regulations regarding quarantine leave that address the following:

1. Continuation of all employment benefits and compensation for the duration of the leave; and

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

2. Other procedures deemed necessary for administering this provision.

**Line of Duty Illness  
or Injury Leave of  
Absence**

Following a leave of absence with full pay as required by law, the District shall not extend the leave of absence for a police officer's line of duty illness or injury. In accordance with law, the police officer may use accumulated leave.

**Special Leave of  
Absence**

A District employee with at least five years of service with the District may be granted a one-year special leave of absence. Each request shall be considered on a case-by-case basis.

An employee shall submit an application stating the nature of the leave and purposes for which leave is requested. If the request for leave is granted, it shall be subject to the following conditions:

1. The special leave of absence shall be granted for no more than one year.
2. Upon return, the employee shall be reinstated any accumulated leave that was available as of the beginning of the employee's leave of absence.
3. Reassignment, if available, shall be made to the same position held at the time the leave of absence was granted.

By March 1 of the year of the leave of absence, the employee on leave must state in written form his or her intention to return to the District. Such statements must be sent by certified mail with a return receipt requested. The employee shall return to the position to which he or she was assigned at the time of the leave of absence, if a position is available. Otherwise, the employee shall be considered an excess employee with placement at another District location. Failure to comply with this policy may result in disciplinary action, including termination of employment. [See DF series]

**Board Resolution for  
Emergency Closure  
Leave**

The Board shall adopt a resolution or take other Board action to establish the purpose and parameters for emergency closure leave.

**Family and Medical  
Leave**

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

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**Note:** See DECA(LEGAL) for provisions addressing FMLA.

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Twelve-Month  
Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured backward from the date an employee uses FMLA leave.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

Combined Leave for Spouses	When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.
Intermittent or Reduced Schedule Leave	The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.
Certification of Leave	When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.
Fitness-for-Duty Certification	In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.
Leave at the End of Semester	When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.
<b>Temporary Disability Leave</b>	<p>Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]</p> <p>An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.</p> <p>The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.</p>
<b>Workers' Compensation</b>	<hr/> <p><b>Note:</b> Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.</p> <hr/> <p>An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.</p>
No Paid Leave Offset	The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

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(LOCAL)

**Court Appearances**

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

**Payment for  
Accumulated Leave  
Upon Separation**

The following leave provisions shall apply to ~~state and~~ local leave accumulated beginning on September 28, 1992, the original effective date of this program and applicable provisions, below.

Effective July 1, 2025, an ~~An~~ employee who separates from employment with the District shall be eligible for payment for accumulated ~~state and~~ local leave under the following conditions:

1. The employee's separation from employment is voluntary, i.e., the employee is retiring or resigning and is not being discharged, terminated, or nonrenewed.
2. The employee provides advance written notice of intent to separate from employment. Contract employees must provide written notice at least 45 calendar days before the last day of instruction. Noncontract employees must provide written notice at least two weeks before the last day of employment.
3. If retiring, the employee has at least five consecutive years of employment with the District.
4. If resigning, the employee has at least 20 consecutive years of employment with the District.

Payment for accumulated leave shall be computed at ~~one-half~~ the ~~employee's full~~ daily rate at the time of retirement or resignation times the number of accumulated leave days, which shall not exceed one-half the ~~employee's total number of working duty days in an individual's annual contract~~ [see table at Local Leave].

~~The computation of accumulated leave benefit shall be based on the employee's current salary schedule. No benefits shall exceed a teacher salary schedule adopted by the Board for that year.~~

In order to receive payment for accumulated leave, retirement or resignation must occur at the end of the employee's contract or work year, or when retirement is necessitated by a medical disability as approved by the Teacher Retirement System (TRS). Exceptions to this requirement ~~must~~ shall require ~~receive~~ prior written approval from the Superintendent.

Upon the death of an employee, these benefits shall be payable to his or her heirs.



**DEC (Local):**

**Compensation and Benefits – Leaves and Absences**

Currently employees are limited with regard to the accrual of unused local leave. Revisions will allow employees to accrue unused local leave without a limit.

Each full-time employee shall earn paid local leave days per school year in accordance with the following:

<b>Duty schedule</b>	<b>Local leave days earned</b>
Up to 187 days (10.0 months)	5.0
197 days (10.5 months)	5.5
207 days (11.0 months)	6.0
217 days (11.5 months)	6.5
227 days or more (12.0 months)	7.0

Local leave shall accumulate without limit.

~~Accumulation of local leave shall be based on the number of days in the employee's annual duty schedule. When unused local leave is combined with accumulated state leave, the total shall not exceed one-half of the total number of days in the employee's annual duty schedule.~~

Upon resignation/retirement, a qualifying employee is currently paid at one-half their full daily rate for qualifying, unused leave days (state/local days). Revisions will allow qualifying employees to be paid at their full daily rate for those qualifying, unused leave days (local days).

Payment for accumulated leave shall be computed at ~~one-half~~ the ~~employee's full~~ daily rate at the time of retirement or resignation times the number of accumulated leave days, which shall not exceed one-half the ~~employee's total number of working duty days in an individual's annual contract~~ [see table at Local Leave].

~~The computation of accumulated leave benefit shall be based on the employee's current salary schedule. No benefits shall exceed a teacher salary schedule adopted by the Board for that year.~~

In order to receive payment for accumulated leave, retirement or resignation must occur at the end of the employee's contract or work year, or when retirement is necessitated by a medical disability as approved by the Teacher Retirement System (TRS). Exceptions ~~to this requirement must~~ shall require ~~receive~~ prior written approval from the Superintendent.

# Questions/Comments?



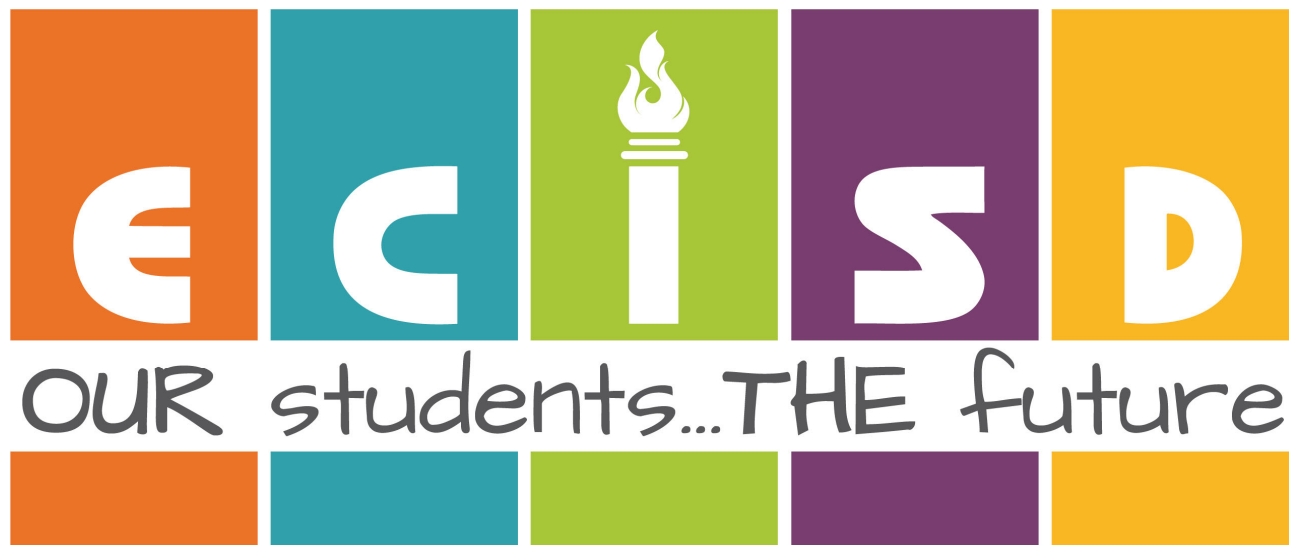
## **DISCUSSION OF 2025-2026 DISTRICT IMPROVEMENT PLAN**

Dr. Robert C. Trejo, Chief Academic Officer, will present the process utilized in developing the District Improvement Plan (DIP). The presentation will demonstrate how district leaders aligned the DIP to the board goals and indicators of success. The DIP is a living document and will be adjusted or added to as data becomes available.

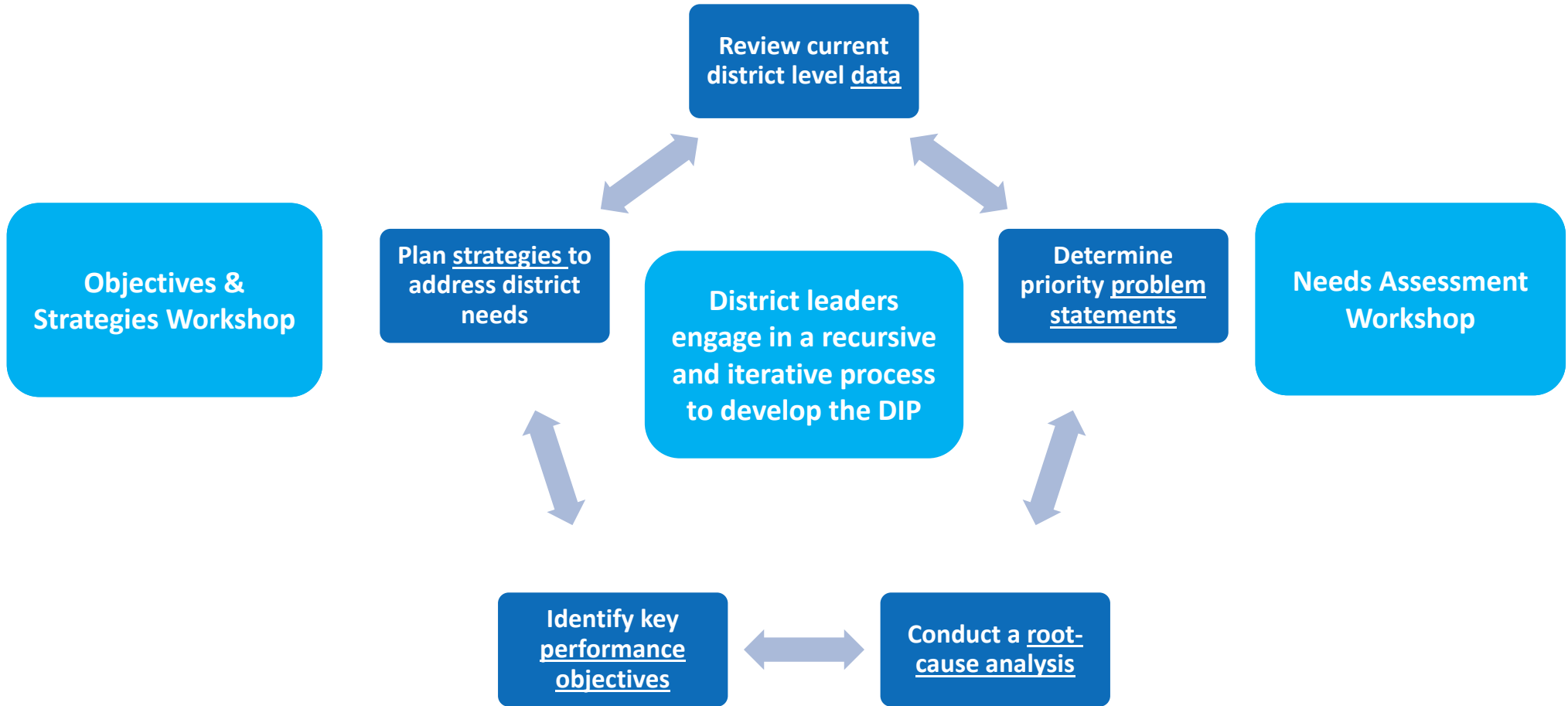
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# District Improvement Plan

June 10th, 2025



# District Improvement Plan Process



*"People support what they help create." -Dale Carnegie*

## Slide 2

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**RT0** Is there any way to remove the arrow in the back  
Roberto Trejo, 2025-06-04T04:13:37.654

**CW0 0** [@Roberto Trejo] Thoughts?  
Cheryl Wilson, 2025-06-04T18:31:26.568

# District Improvement Plan Process

## Writing Priority Problem Statements (15 min)

- State the facts.
  - In 24-25, only x% of 3rd grade students were reading on grade level.
  - In 24-25, x% of classrooms were staffed by uncertified staff members.
  - In 24-25, x student population had lower achievement scores compared to the all district average.

Choose ONE to focus on

## Conducting a Root Cause Analysis

- Write the priority problem statement at the top of the page.
- Continue asking "why" until you identify a single root cause.
- Remember: individuals (students, teachers, parents) are not the root cause. Think about what truly causes this issue.

## Writing Measurable Objectives

**Template:**  
 (Increase / decrease) (phenomenon) from X% to X% for (population) by (time).

- Examples:**
- Increase attendance from xx% to xx% for students experiencing homelessness by May 2026.
  - Decrease the rate SPED removals from xx% to xx% for African American student by May 2026.
  - Increase the number of ESL certified teachers from xx% to xx% by May 2026.

**S.M.A.R.T. Goals:**  
 S – Specific  
 M – Measurable  
 A – Achievable  
 R – Relevant

## Writing Aligned (and Measurable) Strategies

Every strategy must be tied to a performance objective.

Performance Objective

What we are going to do

Example: Increase the number of ESL certified teachers from xx% to xx% by May 2026.

Notice that these are measurable for progress monitoring throughout the year.

Strategy(ies)

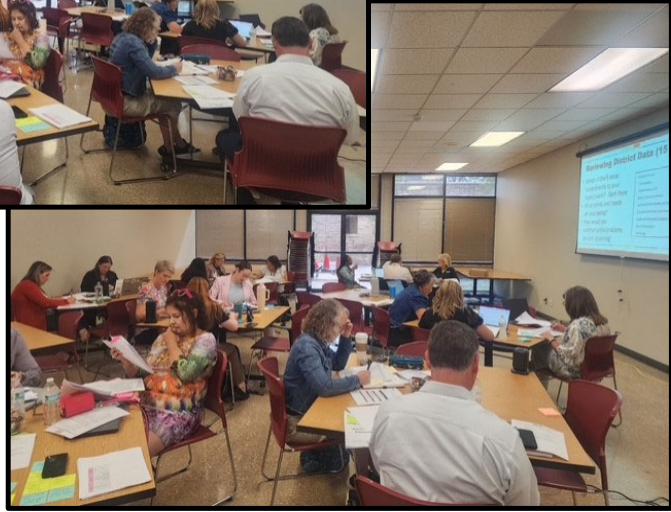
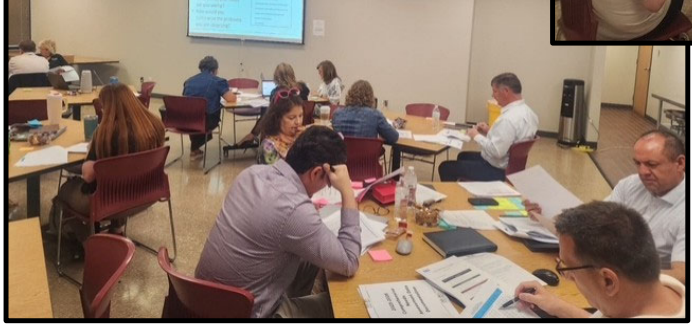
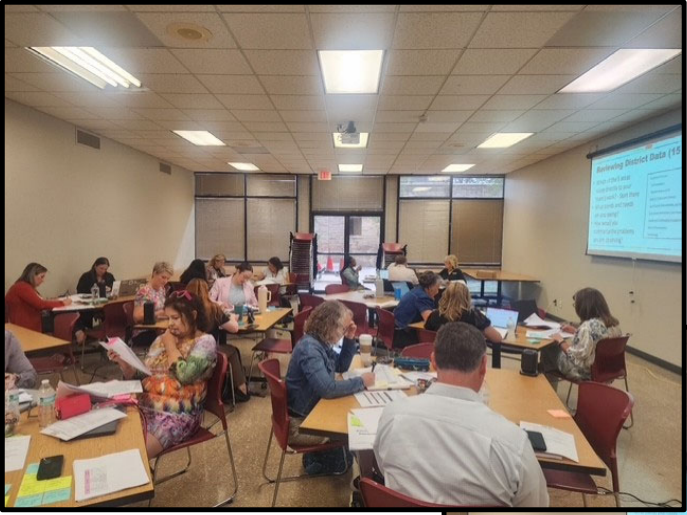
How we are going to do it

Example: Offer 4 full day training sessions per year to prepare for the certification exam.

X team will provide reimbursement for costs related to certification to at least X number of teachers and track the number of teachers participating in this incentive.

X team will notify teachers pending this requirements that they will provide contract addendums to teachers pending this requirement in March 2026.

# District Improvement Plan Process





# Board Goals

- **Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.
- **Goal 2:** The percentage of 3<sup>rd</sup> grade students reading at or above grade level will increase from 34% to 48% by May 2029.
- **Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.
- **Goal 4:** Classroom Excellence
- **Goal 5:** Culture of Excellence

# Indicators of Success

Indicator of Success	Measure	2024 (BL)	2026		2027		2028		2029	
		Baseline	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
Attendance	% student daily attendance.	2022 - 2023 91.7%	92.5%		93%		94%		95%	
Growth (STAAR)	% of students who meet or exceed the STAAR academic annual growth.	58%	62%		64%		66%		68%	
Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP.	49.34%	52%		54%		56%		58%	
Kindergarten Readiness	% of students meeting kindergarten readiness benchmark.	2022-2023 54.5%	56%		57%		58%		60%	
Closing the Gaps RLA	The performance of ECISD high focus subgroup compared to their peers across the state of Texas.	35%	37%		39%		41%		43%	
Closing the Gaps Math		30%	31%		32%		33%		34%	
Gr. 3 Reading	% of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR.	34%	36%		38%		40%		44%	
Gr. 3 Math		33%	35%		37%		39%		43%	
Gr. 5 Reading	% of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR.	44%	46%		48%		50%		54%	
Gr. 5 Math		39%	41%		43%		45%		49%	
Gr. 6 Reading	% of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR.	44%	46%		48%		50%		54%	
Gr. 6 Math		34%	36%		38%		40%		44%	
Gr. 8 Reading	% of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR.	42%	44%		46%		48%		52%	
Gr. 8 Math		29%	31%		33%		35%		39%	
English I	% of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC.	36%	38%		40%		42%		46%	
Algebra I		28%	30%		32%		34%		38%	
College, Career, and Military Readiness	% of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year.	34%	37%		40%		43%		46%	
4 Year Graduation Rate	% of students in grades 9-12 who graduate within four years of entering high school.	Class of 2023 85.7%	86%		87%		88%		89%	

# Performance Objectives

- **Goal 1: 08** Performance Objectives
- **Goal 2: 03** Performance Objectives
- **Goal 3: 13** Performance Objectives
- **Goal 4: 23** Performance Objectives
- **Goal 5: 23** Performance Objectives

## Writing Measurable Objectives

### Template:

(Increase / decrease) (phenomenon) from X% to X% for (population) by (time).

### Examples:

Increase attendance from xx% to xx% for students experiencing homelessness by May 2026.

Decrease the rate SPED removals from xx% to xx% for African American student by May 2026.

Increase the number of ESL certified teachers from xx% to xx% by May 2026.

### S.M.A.R.T. Goals:

**S** – Specific

**M** – Measurable

**A** – Achievable

**R** – Relevant

**T** – Timely

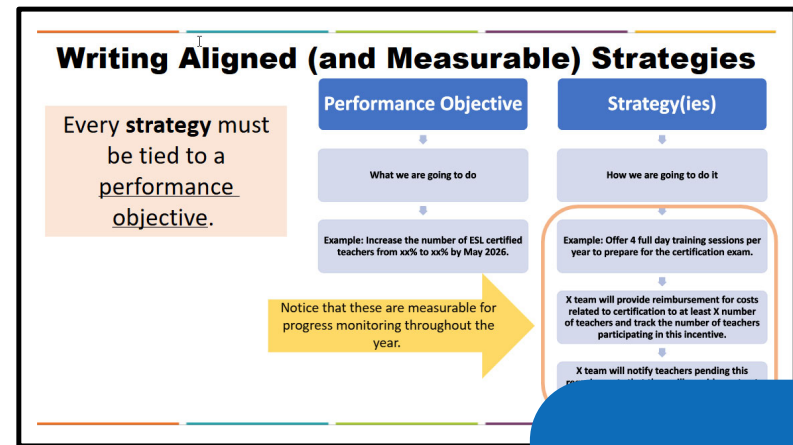
Identify key  
performance  
objectives

# Strategies

- Progress Monitoring: Quarterly

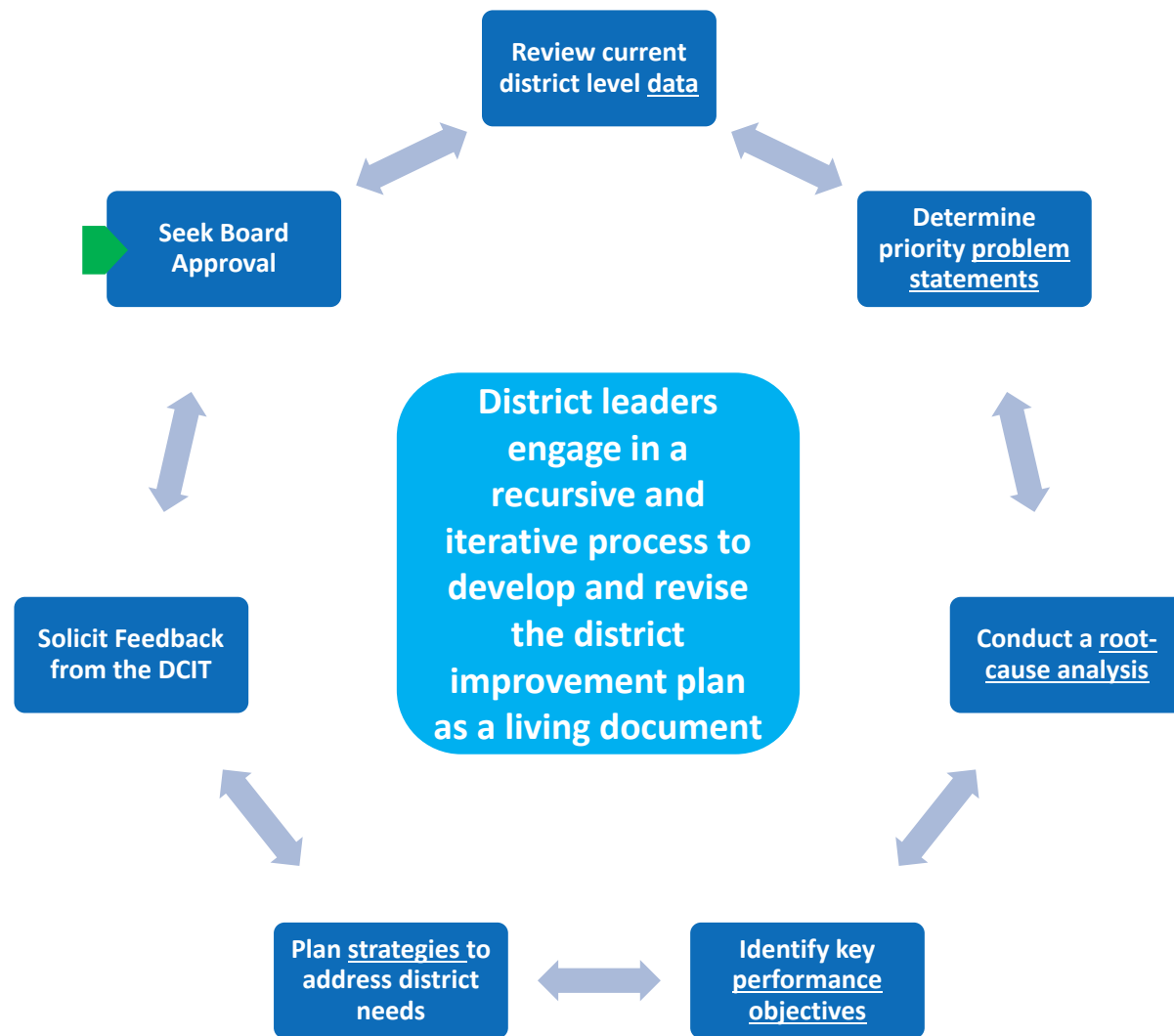


- Expected Results & Impact



Plan strategies to address district needs

# Board Approval



## Slide 9

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**RT0** Add something about meeting with DCIT  
Roberto Trejo, 2025-06-04T04:13:23.810

**RT1** add a note that this is a living document  
Roberto Trejo, 2025-06-04T04:13:54.670

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# Questions





## **DISCUSSION OF 2025-2026 ECISD TURNAROUND PLANS (TAP)**

Dr. Robert C. Trejo, Chief Academic Officer, will present the State Turnaround Plans, which are required for campuses identified by the Texas Education Agency as needing comprehensive support. The presentation will outline the key components of the plans, including data-driven analysis, stakeholder involvement, and strategies for academic improvement. Dr. Trejo will also review the state's expectations, timelines, and the approval process for implementing and monitoring these plans.

# Turnaround Plans



## 2025-2026

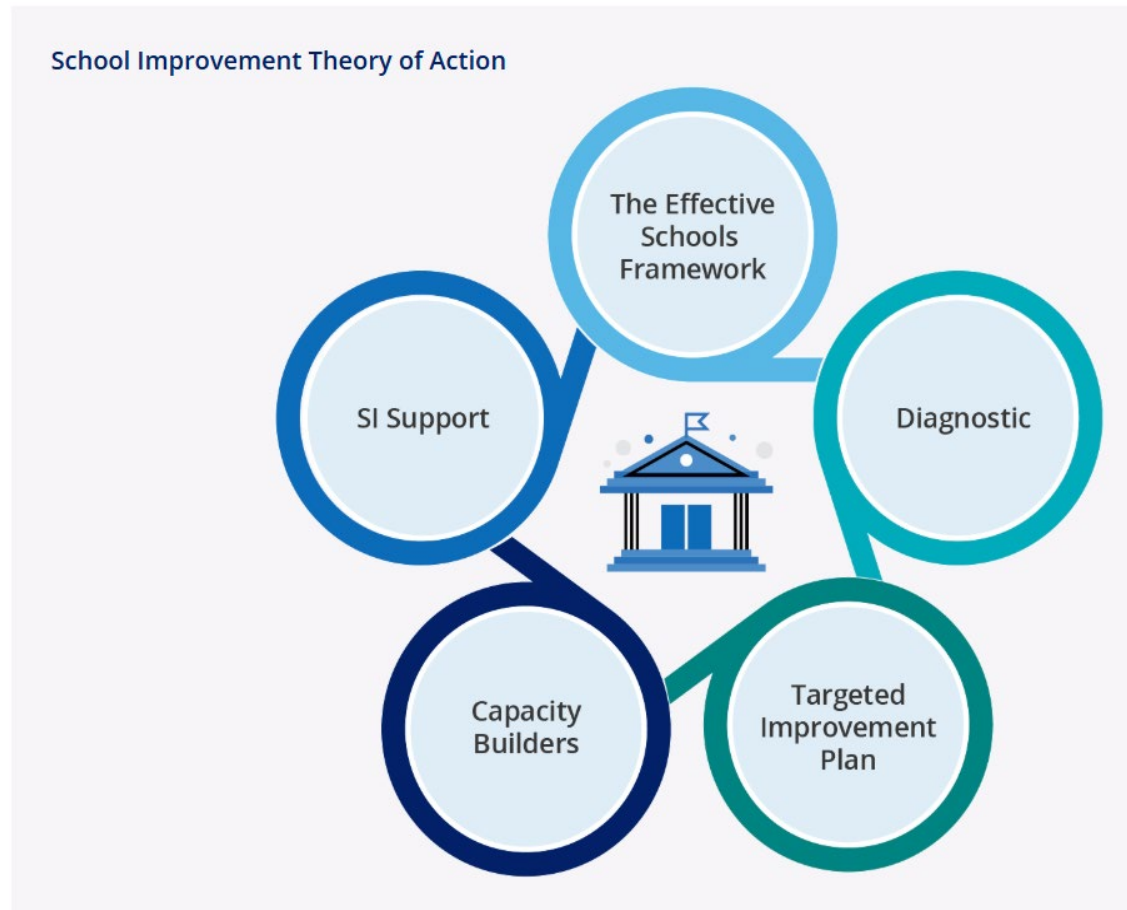
Campus Turnaround Plans (TAPs): A campus that receives consecutive unacceptable ratings must develop a Turnaround Plan (TAP). The Texas Education Code (TEC), Chapter 39A, subchapter C requirements for campus Turnaround Plans (TAPs).

State Accountability: Under state accountability, a campus must develop a TAP if it receives a second consecutive unacceptable rating. An unacceptable rating under state accountability is an overall F or an overall D that is either the third overall D or follows an overall F rating. A campus must implement the TAP if it receives a third consecutive unacceptable rating.

*Source: TEA Campus Turnaround Plan Overview*

# Contents of a Turnaround Plan

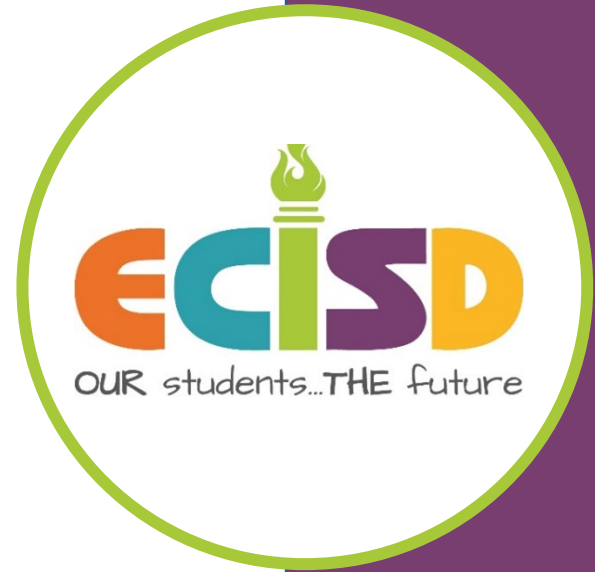
- Method
  - Closure/Reassign
  - New School Model
  - Improve Curriculum and Instruction
- Description of Academic Program
- Stakeholder Engagement
- Budget, Staffing, Financial Resources



Source: [www.TexasESF.org](http://www.TexasESF.org) Copyright © 2022. Texas Education Agency. All Rights Reserved

# School Improvement Strategy-Improve Curriculum and Instruction

- Increase campus leaders' instructional leadership capacity through professional development and coaching opportunities, and includes capacity building and coaching support for the principal
- Increase the quality of instructional materials to be implemented at the campus
- Increase teacher efficacy/capacity to deliver effective instruction, including through upfront/initial training and frequent observation and feedback cycles
- Appropriately build capacity for uncertified teachers and inexperienced school leaders, including considering higher level of coaching frequency, upfront professional development
- Allocate sufficient instructional time for delivery of HQIM
- Include weekly (at a minimum) high quality PLCs to support instructional delivery and respond to student outcomes
- Support students in special populations, including considering specific teacher and leader capacity building in these areas



# Turnaround Plans



## Improvement Turnaround Plan (TAP) Worksheet

Instructions: This document can be used for planning purposes; it is NOT meant to be submitted to TEA. In the left column below, you will find the Turnaround Plan questions with space to draft your responses. In the right column below, you will find the success criteria for the

### Plan Questions

1. What is your School Improvement strategy?

2. How does this strategy align with the cause of the campus's federal identification and/or state rating?

3. Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected School Improvement strategy?

4. What reallocation of resources (time, funding, staffing, etc.) are needed to implement the School Improvement strategy based on the campus's ESF diagnostic findings?

5. How will the budget be reallocated to meet the needs of the chosen strategy?

6. How will staffing be reallocated to meet the needs of the chosen strategy?

# Turnaround Plans

7. Identify all curriculum programs that will be utilized during the 25-26 school year: a) K-5 Math: b) K-5 RLA: c) 6-8 Math: d) 6-8 RLA: e) 9-12 Math (Algebra 1, Algebra 2, Geometry): f) 9-12 RLA:
8. What was the date of public notice that the campus must complete a Turnaround Plan?
9. What was the date of the campus's Turnaround Plan public hearing?
10. Describe how the campus solicited feedback during the development of the Turnaround Plan.
11. Upload an attachment of written feedback the campus received from the public while developing the Turnaround Plan.
12. What is the date that the Turnaround Plan was board approved?

# Turnaround Plans



**Bowie Middle School**  
**Principal Amy Russell**



**E.K. Downing Elementary**  
**Principal Jennie Chavez**

# Next Steps

- Board approval of Turnaround Plans
- Chief of Schools and Executive Directors of Leadership will provide support
- Principals and Campus Stakeholder implementation of plan
- Monitor student data for progress

# Questions





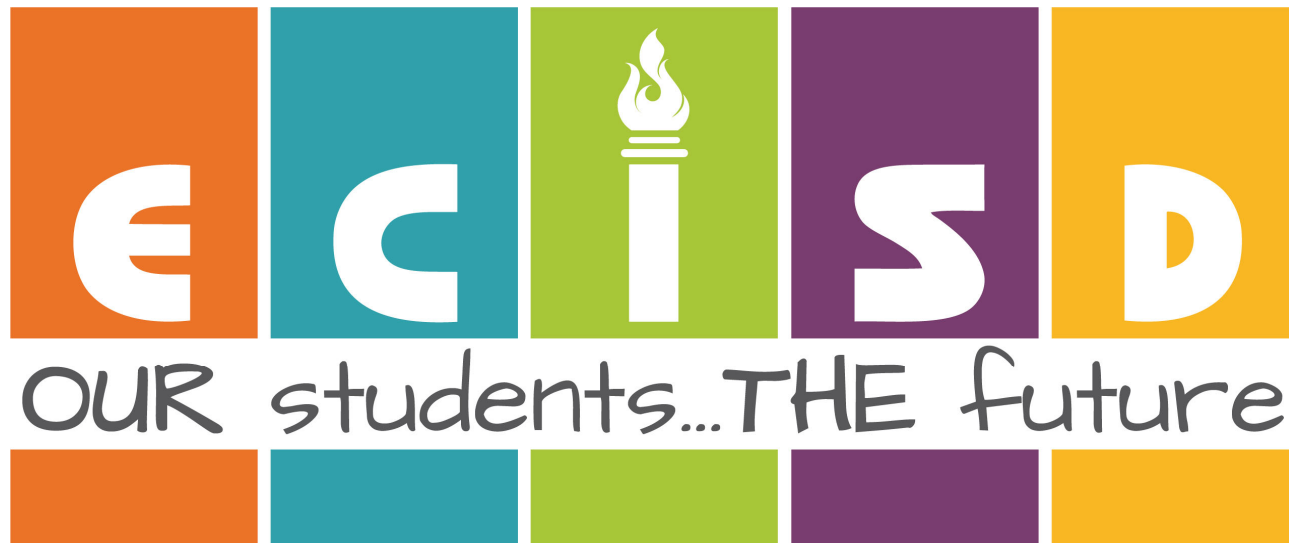
## **PRESENTATION AND DISCUSSION OF 2024-2025 END OF YEAR MAP RESULTS**

Dr. Robert C. Trejo, Executive Director of School Improvement, will present the End-of-Year MAP assessment results. The presentation will highlight student performance trends across grade levels and compare growth from the beginning to the end of the academic year. Key takeaways will inform instructional planning for the upcoming school year.

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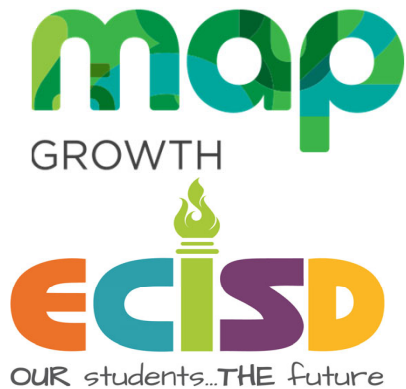
# NWEA MAP EOY Data

**June 10th, 2025**



# Indicators of Success

Board Goal(s)	Indicator of Success	Measure	2024	2026		2027		2028		2029	
			Baseline	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
1,2,3,4,5	Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP.	49.34%	52%		54%		56%		58%	



<p><b>Growth (MAP)</b> <b>2024-2025</b></p>	<p><b>56.35%</b> ▲</p>
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# Exploring the Data

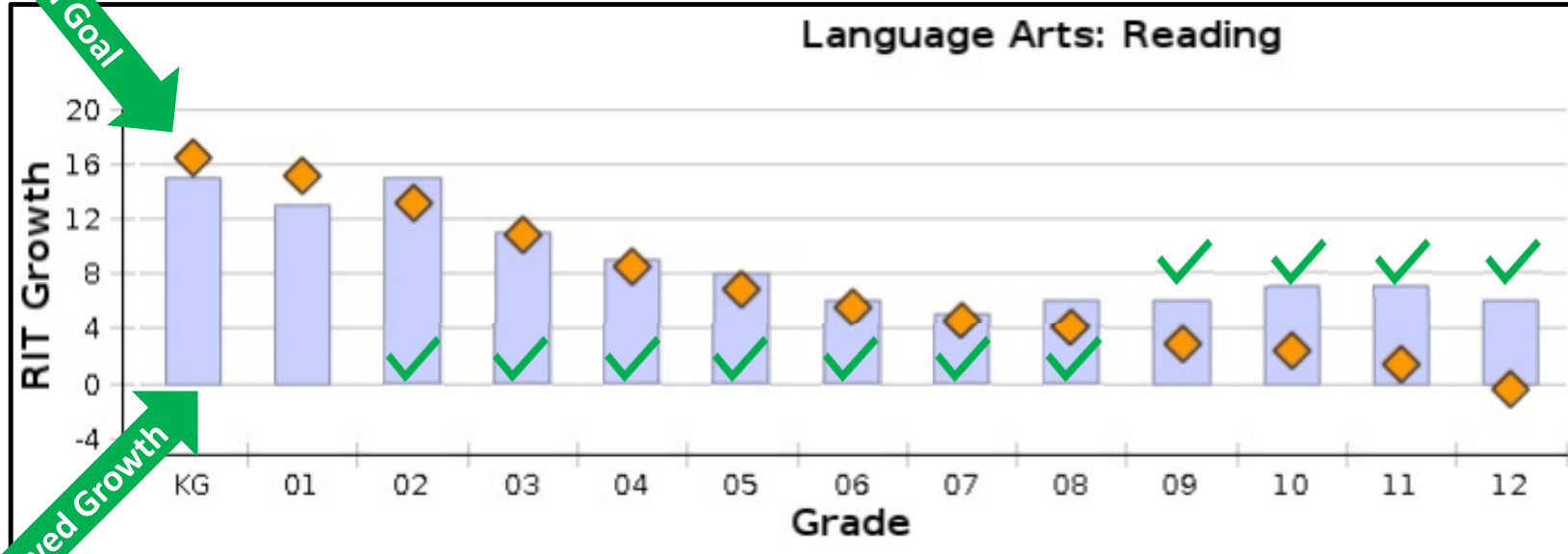
MAP Data is designed to answer many instructional questions. The presentation explores two questions in particular:



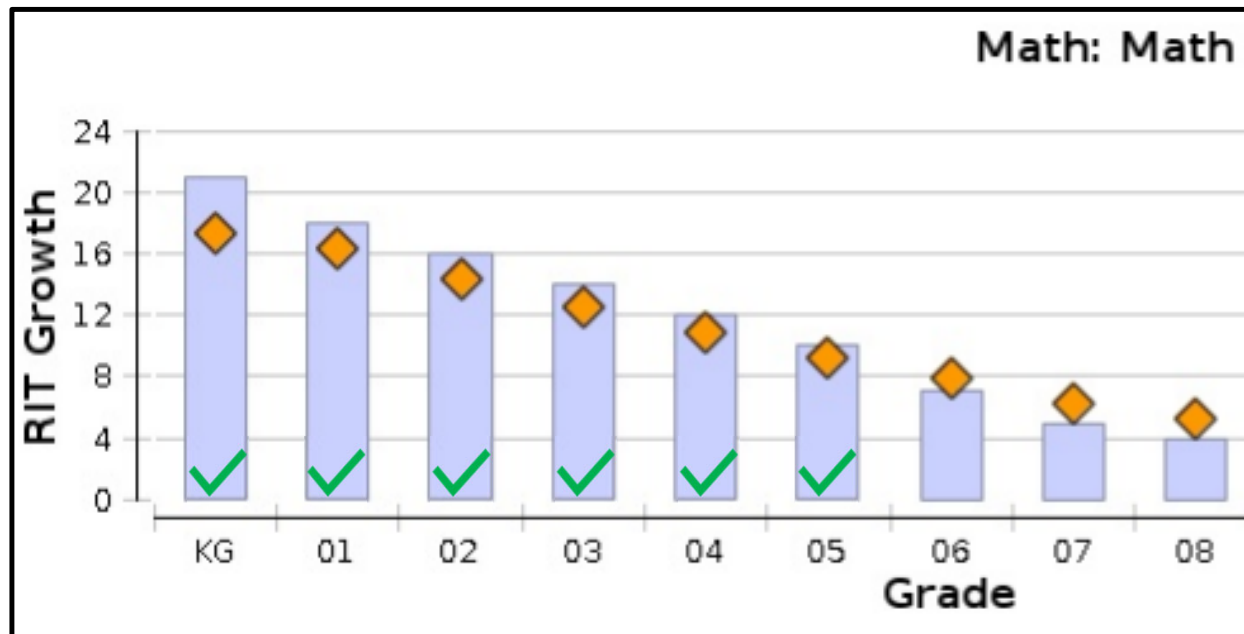
Are our students **GROWING** academically?

How do our students **PERFORM** when compared with other students nationally?

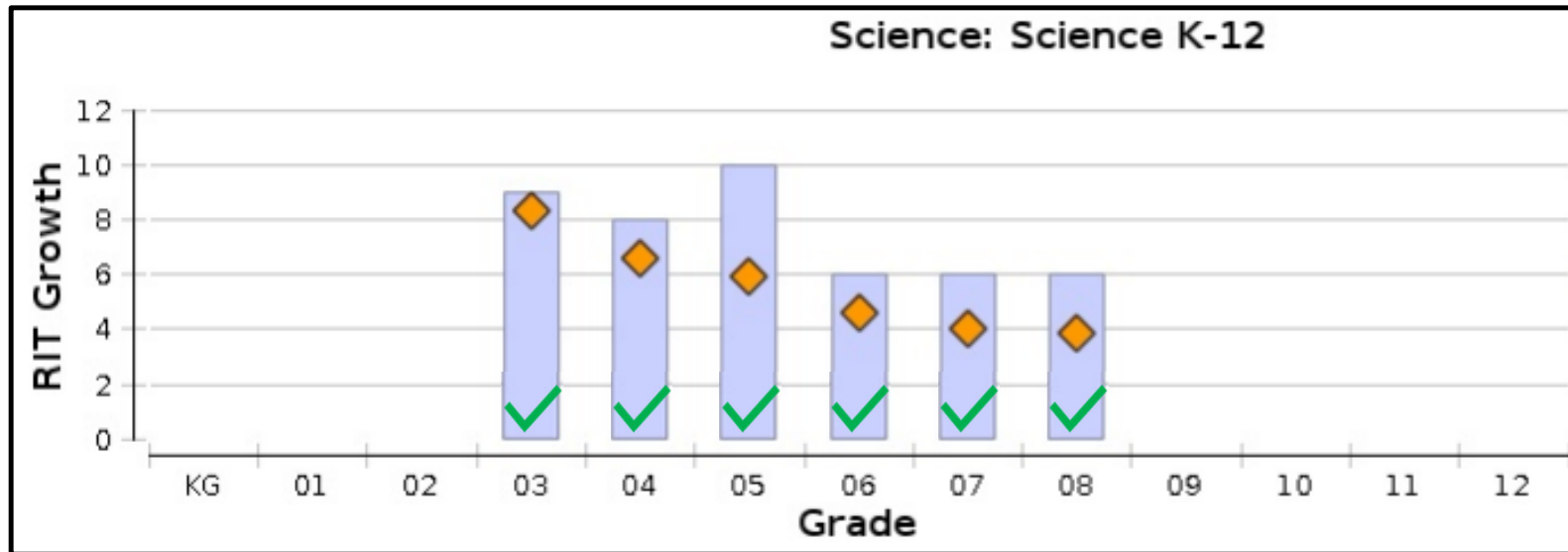
# District Data: Reading K-12 Fall 24 to Spring 25



# District Data: Math K-8 Fall 24 to Spring 25



# District Data: Science 3-8 Fall 24 to Spring 25



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# Connecting to Accountability



- "Growth precedes performance." As a *high-growth* district, ECISD prioritizes growth to close gaps in student learning.
- The district and individual campuses receive credit for what they do best in the accountability system: **GROWTH (transition tables)** or **PERFORMANCE**.
- Our district monitors MAP data throughout the year because it is strongly correlated with STAAR outcomes helping our team stay informed about student learning.

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# Questions





## **DISCUSSION OF PORPOSED ECISD 2025-2026 COMPENSATION PLAN**

Dr. Matt Spivy will provide an overview of the PROPOSED ECISD 2025-2026 Compensation Plan.



## **BUDGET UPDATE DISCUSSION**

Discussion with the Board regarding 2025-2026 budget.