

# ***2013-14 Ector County Independent School District District Continuous Improvement Plan***

**Brian J. Moersch**

Acting Superintendent of Schools

Presented for Review: July 25, 2013

Presented for Approval: July 30, 2013

Plan reviewed and approved by:

- District Continuous Improvement Team on June 5, 2013
- SLT on July 23, 2013
- Acting Superintendent on July 30, 2013
- The Board of Trustees on July 30, 2013

## ECISD DCIT Members and Position

First Name	Last Name	Representing	Sub-Committee
Campus	Representatives		
Michael	Garza	ACE/ECYC	Discipline & Completion Rate
Judith	Wilhite	Austin Elem.	Oversight
Rachel	Ortega	Blackshear Elem.	Special Programs
Lorena	Flores	Blanton Elem.	Special Programs
Kevin	Adams	Bonham Jr. High	Discipline & Completion Rate Co-Chair
Neal	Raphael	Bowie Jr. High	College & Career Readiness
Dana	Bunting	Burnet Elem.	Special Programs
Maria	Mata	Burleson Elem.	Curriculum & PD/Calendar
Michelle	Whetstone	Cameron Elem.	Special Programs
Celina	Butler	Carver ECC	College & Career Readiness
Susan	Hardy	Cavazos Elem.	Curriculum & PD/Calendar
Leah	Cicio	Crockett Jr. High	College & Career Readiness
Willa	Dawdy	Dowling Elem.	Curriculum & PD/Calendar
Maricela	Armendariz	Ector Jr. High	Discipline & Completion Rate
Kayla	Boyd	Gale Pond Alamo	Special Programs

		Elem.	
Kayme	Smith	Goliad Elem.	Discipline & Completion Rate
Steven	Williams	Gonzales Elem.	Special Programs <b>Chair</b>
Nancy	Olson	Hays Elem.	College & Career Readiness
Amanda	Britton	Hood Jr. High	Discipline & Completion Rate
Jose	Fuentes	Ireland Elem.	College & Career Readiness
Georgia	Stein	Johnson Elem.	Discipline & Completion Rate
Kimberly	Neal	Jordan Elem.	Discipline & Completion Rate
Marilyn	Noblitt	Lamar ECC	Special Programs
Michelle	Keast	Milam Elem.	Curriculum & PD/Calendar
Melissa	Neff	Murry Fly	College & Career Readiness
Brandon	Cerka	New Tech	College & Career Readiness
Gerald	Huddleston	Nimitz Jr. High	College & Career Readiness
Laura	Morris	Noel Elem.	Special Programs
Paul	Armstrong	Odessa High School	Discipline & Completion Rate
Lane	Anderson	Pease Elem.	Discipline & Completion Rate
Ysmael	Lujan	Permian High School	Curriculum & PD/Calendar
Tisa	Hawkins	Reagan Elem.	Curriculum & PD/Calendar <b>Chair</b>

Towana	Bell	Ross Elem.	Curriculum & PD/Calendar
Paula	Baker	Sam Houston	Curriculum & PD/Calendar
Tami	Polson	San Jacinto	Special Programs
Alisha	Holguin	Travis Elem.	Special Programs
Christi	Hansen	Zavala Elem.	College & Career Readiness
Sandra	Banda	Elem. Principal	Oversight <b>Chair</b>
Gregory	Nelson	High School Principal	Discipline & Completion Rate <b>Co-Chair</b>
Mauricio	Marquez	Jr. High Principal	College & Career Readiness
Dorretta	Belanger	Media Specialist – DCIT Chair	Oversight
Robbie	McGuire	Counselor (Ector Junior High)	Oversight
Business	Community		
Doug	Chisum	Business	College & Career Readiness
Carol	Steen	Business	College & Career Readiness
		Business	
		Business	
Rey	Lascano	Community	College & Career Readiness <b>Co- Chair</b>
Mikky	Navarrete	Community	

Alan	Torre	Community	Discipline & Completion Rate
		Community	
Irene	Perry	Parent	College & Career Readiness
		Parent	
		Parent	
		Parent	
District	Liaisons		
H. T	Sanchez	Chief of Staff	Special Programs
Karen	Kopec	Asst. Superintendent - Curriculum	Curriculum & PD/ Calendar
Wendy	Hines	Asst. Superintendent – Elementary	Oversight
Raul	Moreno	Ex. Director of Secondary Op.	Discipline & Completion Rate
Carolyn	Gonzalez	Ex. Dir. of C&I	Curriculum & PD/Calendar
Pilar	Moreno-Recio	Ex. Director of Bilingual	Special Programs
Elaine	Smith	Ex. Director Special Education	Special Programs
Carla	Byrne	Dir. Career Tech. Ed.	College & Career Readiness

Julia	Clay	Dir. Fed/State Programs	Special Programs
Dianne	Mata	Dir. Guidance/Counseling	College & Career Readiness
Laura	Mathew	Dir. Health Services	Special Programs
Pam	Harper	Dir. Info. Systems	Curriculum & PD/Calendar
Kellie	Wilks	Dir. Instructional Services	Curriculum & PD/Calendar
Lisa	Wills	Dir. Literacy	Curriculum & PD/Calendar
Henri	Lewis	Dir. Title II/Superintendent Designee	Oversight
Cindy	Roman	Advanced Academic Serv.	Special Programs <b>Chair</b>
Michael	Russell	Special Ed	Special Programs

# Beliefs

*We believe that...*

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

# Mission

*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.*

## Parameters

1. We will not compromise excellence.
2. We will model our beliefs.
3. We will work as a team.
4. We will base decisions on what is best for students.
5. We will protect teaching and learning as our priority.
6. We will recognize and reward success and learn from our mistakes.
7. We will succeed regardless of any obstacle.

## Objectives

1. All students will acquire academic and personal skills necessary for personal greatness.
2. All students will understand and appreciate the value of learning.
3. All students will invest their unique gifts in their community.
4. All students will be confident, influential leaders who accept responsibility.

## Strategies

### Strategy #1

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

### Strategy #2

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

### Strategy #3

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

### Strategy #4

We will establish and sustain an interdependent partnership with parents.

### Strategy #5

We will communicate effectively to serve our mission.

### Strategy #6

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



# Assurances

Assurance of Compliance with NCLB  
(No Child Left Behind Act of 2001 (NCLB), PL 107-110. Section 1116)  
School Improvement Status: **Missed AYP, Stage 2**  
Assurances and Requirements (Public Law 107-110)

The No Child Left Behind Act of 2001 (NCLB) requires that all students, including students who have learning disabilities or who do not speak fluent English meet the same target goals in reading and mathematics. Districts must also test at least 95 percent of all students and meet an attendance or graduation target. The law further requires that if districts fail to meet all these targets for two consecutive years, they are considered a district in need of improvement. As a district in need of improvement, the following is an excerpt from the law outlining what is required of districts:

## SEC. 1116. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY AND SCHOOL IMPROVEMENT

### (7) LOCAL EDUCATIONAL AGENCY REVISIONS

(A) Each local educational agency (LEA) identified for school improvement shall, not later than 3 months after being so identified, develop or revise a local educational agency plan, in consultation with parents, school staff and others.

- (i) Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the local educational agency;
- (ii) Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the states student academic achievement standards;
- (iii) Address the professional development needs of the instructional staff serving local educational agency for each fiscal year in which the agency is identified for improvement for professional development;
- (iv) Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v) consistent with adequate yearly progress as defined under section 1111(b)(2);
- (v) Address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement;
- (vi) Incorporate, as appropriate activities before school, after school, during the summer and during an extension of the school year;
- (vii) Specify the responsibilities of the state educational agency and the local educational agency under the plan, including specifying the technical assistance to be provided by the state educational agency under paragraph (9) and the local educational agency's responsibilities under section 1120A; &
- (viii) Include strategies to promote effective parental involvement in the school.

## 2013-14 District Budget Summary

Description	Local	State	Federal
Instruction	\$ 104,003,687.00	\$ 23,559,897.00	\$ 9,950,722.00
Instructional Resources & Media Services	\$ 2,491,387.00	-	\$ -
Curriculum & Staff Development	\$ 2,166,739.00	\$ 646,468.00	\$ 3,570,461.00
School Leadership	\$ 13,666,307.00	\$ 606,999.00	\$ 91,817.00
Guidance, Counseling & Evaluation Services	\$ 4,458,365.00	\$ 3,875,495.00	\$ 292,143.00
Health Services	\$ 1,771,562.00	\$ 97,251.00	\$ 100,000.00
Instructional Leadership	\$ 1,316,281.00	\$ 1,777,388.00	\$ 147,664.00
Social Work	\$ 134,541.00	\$ 254,280.00	\$ 59,966.00
Student Transportation	\$ 7,841,671.00	\$ 524,040.00	\$ -
Food Service	\$ 16,000.00	\$ -	\$ 13,439,913.00
Co-Curricular Activities	\$ 31,000.00	\$ 76,296.00	\$ 19,719.00
General Administration	\$ 5,728,037.00	\$ -	\$ -
Facilities Maintenance & Operations	\$ 20,501,625.00	\$ 61,945.00	\$ 1,207,062.00
Security & Monitoring Services	\$ 2,310,657.00	\$ -	\$ -
Data Processing Services	\$ 5,363,164.00	\$ -	\$ -
Community Services	\$ 920,453.00	\$ 28,830.00	\$ 73,347.00
Facilities Acquisition & Construction	\$ 2,000.00	\$ -	\$ -
Indirect Costs	\$ -	\$ -	\$ 246,904.00
Intergovernmental Charges	\$ 1,566,091.00	\$ -	\$ -
<b>Budget Totals:</b>	<b>\$ 174,289,567.00</b>	<b>\$ 31,508,889.00</b>	<b>\$ 29,199,718.00</b>

**Required Federal/ State Goals by Strategic Priority to be supported in the district & campus plan.**

**Strategic Priority One: We will ensure that learning experiences are engaging, challenging and meaningful.**

SP 1.1 All campuses will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, **science, social studies** & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner.

SP 1.2 All students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all title one students, all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner.

SP 1.3 All students engaged in the state physical education assessment will show improvement.

SP 1.4 All students will graduate prepared for college or career readiness.

SP 1.5 The attendance rate for students in all targeted subgroups will increase to a minimum of 95%.

SP 1.6 Early childhood intervention for migrant students/ improved identification and recruitment of migrant students, improved graduation enhancement for migrant students and improved services coordination for migrant students will occur.

SP 1.7 All campuses will meet or exceed 95% participation for every subgroup and TAKS/STAAR subject tested.

SP 1.8 All students will graduate from high school to include all student subgroups.

SP 1.9 Campuses will provide graduation enhancement opportunities and secondary credit exchange and accrual for migrant students.

**Required Federal/ State Goals by Strategic Priority to be addressed: Each goal must be addressed in your campus plan.**

**Strategic Priority Two: We will provide an infrastructure to maximize the success of all students.**

SP 2.1 Improved reporting for NGS & secondary credit exchange and accrual for migrant students will occur.

SP 2.2 Campuses will reduce drop outs through drop out recovery efforts.

SP 2.3 Transition planning will be addressed at each campus as appropriate to ensure minimal student interruption.

SP 2.4 Improved coordination of federal, state, and local funds by all stakeholders will occur to include migrant services coordination.

SP 2.5 Pregnant students and student parents will be supported through a learning environment that is unique to their individual needs in order for them to graduate from high school.

SP 2.6 District and campuses will ensure that discipline management practices are in place to provide learning environments that are safe, drug free, and conducive to learning.

SP 2.7 Campuses will provide student support for suicide prevention, violence prevention and intervention and harassment and dating violence.

SP 2.8 District and campuses will ensure that every campus has trained teams in the procedures for Texas Behavior Support Initiative (TBSI).

SP 2.9 Conflict resolution will be addressed to ensure a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in the number of discipline referrals and drop outs.

SP 2.10 Campuses will provide career education to assist students in developing the knowledge, skills and competencies necessary for a broad range of career opportunities and accelerated education.

**Required Federal/ State Goals by Strategic Priority to be addressed: Each goal must be addressed in your campus plan.**

**Strategic Priority Three: We will identify, engage and equip our world class team to accomplish our mission.**

SP 3.1 All campuses will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing.

SP 3.2 All campuses will ensure that teachers are given the opportunity to give input for academic assessments.

SP 3.3 All campuses will provide professional development in utilizing technology.

SP 3.4 All students will be taught by highly qualified teachers and highly qualified instructional paraprofessionals.

SP 3.5 All campuses will recruit, hire and retain highly qualified teachers and instructional paraprofessionals.

SP 3.6 All campuses will utilize instructional technology as a teaching tool for student success.

**Strategic Priority Four: We will establish and sustain an inter-dependent partnership with key stakeholders.**

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

<b>Strategic Priority</b>	<b>(1) We will ensure learning experiences that are engaging, challenging, and meaningful.</b>	
<b>Key Component</b>	Consistent Curriculum from PK-12	
<b>Program &amp; Initiatives</b>	Successful implementation and ongoing support of a managed curriculum	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 1.1, SP 1.2 (Page 11)
	<b>District</b>	Research- based best practice district curriculum will be implemented in math, science and social studies at appropriate grade levels.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	80% of 3-11 <sup>th</sup> grade students met standards on formative assessments in science, math and social studies.	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative assessments:</b> will include unit assessments and benchmark assessments. <b>Summative assessments:</b> STAAR & STAAR EOC, TAKS EXIT in Science, math and social studies.	
<b>Accountability- Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> Campus Curriculum Facilitators <b>Funding Sources:</b> Local, State Compensatory, Title One & Title Two	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	1. Instruction will be adjusted through the use of campus based formative (short Cycle) assessment results. 2. District managed curriculum will be implemented. 3. RTI procedures will be followed.
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Successful implementation & ongoing support of Literacy Framework	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 1.1, 1.2 (Page 11)
	<b>District</b>	The Guided Reading Component of the Literacy Framework (k-2 & piloted at grade 3) will be implemented.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	80% of 3-11 <sup>th</sup> grade students met standards on formative assessments in reading/ ELA. Istation results for grades K-2 indicated growth needed in _____. PK utilized CIRCLES curriculum to	
<b>Formative &amp; Summative Evaluation</b>	Formative assessments will include unit assessments and benchmark assessments. Summative assessments: STAAR & STAAR EOC, TAKS EXIT in reading/ELA.	
<b>Accountability- Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> Campus Curriculum Facilitators, Reading Coaches, Reading Specialist, Dyslexia Interventionists, Bilingual Specialists <b>Funding Sources:</b> Local, State Compensatory, Title One & Title Two	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	1. Instruction will be adjusted through the use of campus based formative (short Cycle) assessment results. 2. District managed curriculum will be implemented. 3. RTI established procedures will be followed.
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	

<b>Program &amp; Initiatives</b>	Successful implementation & ongoing support of Abydos strategies	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 1.1, SP 1.2 page 11
	<b>District</b>	Abydos writing strategies will be implemented at district targeted grade levels.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	80% of applicable grade level students meet standards on formative assessments in Writing.	
<b>Formative &amp; Summative Evaluation</b>	Formative: Evaluation of formative assessments at the completion of each unit. Summative: STAAR & STAAR EOC test in Writing	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> Campus Curriculum Facilitators, Reading Coaches, Reading Specialist, Dyslexia Interventionists, Bilingual Specialists <b>Supplemental Materials:</b> Focus on instructional technology, remediation materials, and bilingual ESL materials <b>Funding Sources: Local, State Compensatory, Title One &amp; Title Two</b>	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Instruction will be adjusted through the use of campus based formative (short Cycle) assessment results.</li> <li>2. RTI established procedures will be followed.</li> <li>3. District managed curriculum will be implemented.</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Successful implementation & support of physical education programs.	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 1.3 page 11
	<b>District</b>	Physical education students will meet expected standards on state physical education assessment.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	12-13 Fitness Gram data reported to the state will be utilized to determine areas needed for improvement in 13-14 school year.	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> 12-13 Fitness Gram data, campus based formative assessments; <b>Summative:</b> 13-14 Fitness Gram Data	
<b>Accountability-Supplemental FTE's, Funding sources</b>	Campus level PE teaching staff and coaches Funding sources: Local	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Instruction will be adjusted through the use of campus based formative (short Cycle) assessment results.</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	College & Career Readiness	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 1.4, SP 1.9 (page 11); SP 2.10 (page 12)
	<b>District</b>	ECISD secondary students prepared for college coursework and exams will increase by 2%.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	2012-13 college enrollment and exam data will be reviewed.	

<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> 2012-13 college enrollment, attendance and exam data <b>Summative:</b> 2013-14 college enrollment and exam data	
<b>Accountability- Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's: Campus College Counselors</b> <b>Funding Sources: Local, State College &amp; Career Readiness</b>	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Readistep; PSAT/NMSQT– Early Participation Program Agreement (EPP) will be secured: 8 &amp; 10 Grade.</li> <li>2. All sophomores will take PSAT; all 8<sup>th</sup> graders will take Readistep</li> <li>3. Students participating in College NOW Academy (OC); College NOW (OC) will be scheduled.</li> <li>4. Early Admissions students will be identified and enrolled (UTPB/OC);</li> <li>5. Princeton Review SAT Prep Courses will be scheduled- students enrolled.</li> <li>6. Early College HS- Work in conjunction with UTPB to implement a comprehensive plan.</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	College & Career Readiness	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 1.4, SP 1.9 (Page 11); SP 2.10 (Page 12)
	<b>District</b>	ECISD secondary students enrolled in dual credit/ AP/IB courses will increase by 2%.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	2012-13 dual credit/ AP/IB enrollment and exam data will be reviewed.	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> 2012-13 dual credit/ AP/IB and exam data <b>Summative:</b> 2013-14 dual credit/ AP/IB and exam data	
<b>Accountability- Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's: Campus College Counselors</b> <b>Funding Sources: Local, State College &amp; Career Readiness</b>	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	1. Students will be enrolled in AP/IB courses.
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Credit Recovery & Student Support Programs	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 1.6, SP 1.8, SP 1.9 (Page 11); SP 2.1, SP 2.2, SP 2.3, SP 2.4, SP 2.5, SP 2.10 (Page 12)
	<b>District</b>	Struggling ECISD students will receive prompt support that provide opportunities to recover credits, improve content skills & remove barriers to ensure graduation from high school.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	12-13 Program Evaluations; 12-13 Student State Assessment data	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> 2012-13 program evaluations, student assessment data <b>Summative:</b> 2013-14 program evaluations, student assessment data	
<b>Accountability-</b>	<b>Supplemental FTE's: TAKS/ EOC remediation teachers, Class size reduction teachers, Special Program Teachers; TRAC</b>	



<b>Supplemental FTE's, Funding sources</b>	program personnel, COC personnel; Title One Homeless Specialist; Reading Interventionist; Reading Specialists; Bilingual/ ESL Specialists, Instructional Aides, & Drop Out Prevention Counselors (SAS), DAEP Guidance Counselor  Funding Sources: Local, Compensatory Education, Bilingual ESL state funds, Title One, Title One C, Title One D, Subpart 2 Title Two, and Title 3 funds	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Implement the established RTI model for struggling students;</li> <li>2. Leverage instructional technology to close achievement gaps, and provide remediation programs: i.e., Brain Child, Classworks, Odysseyware, Guided Reading; teacher supplemental lap tops;</li> <li>3. Implement and monitor linguistic sequence implementation;</li> <li>4. Provide students and parents information about college and career readiness opportunities;</li> <li>5. Strengthen reading programs for LEP/ESL students;</li> <li>6. Provide transition support for students moving from PK programs to kindergarten, elementary to junior high, junior high to high school, and from Youth Center/ DAEP to home campuses.</li> <li>7. Provide tutoring support; (before school, after school, extended week, extended year, at motels and shelters for homeless students)</li> <li>8. Provide class size reduction teachers;</li> <li>9. Provide TAKS/STAAR/ EOC remediation teachers</li> <li>10. Provide credit recovery opportunities;</li> <li>11. Provide leadership opportunities for identified at risk students through CCVYP, Migrant leadership, TRAC, &amp; DAEP programs.</li> <li>12. Offer graduation support &amp; enhancement opportunities for targeted homeless &amp; migrant subgroups;</li> <li>13. Provide district day care for teen parents at Zavala;</li> <li>14. Provide student support programs to remove student barriers: (i.e., Communities in Schools, Community Outreach Center, SAS Drop Out Prevention Counselors, Migrant services)</li> <li>15. Provide TRAC program and supplemental counselors for teen parents &amp; pregnant students;</li> <li>16. Provide state assessment preparation programs throughout the academic year;</li> <li>17. Leverage local, state and federal resources to ensure that services are prompt, coordinated, &amp; adequate to meet struggling students' needs.</li> <li>18. Join Migrant Services SSA with Region 18 to ensure that services for migrant students offer timely support for credit recovery, graduation enhancement, leadership opportunities, parent support and summer specialized training for migrant students only.</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Provide Summer STAAR Remediation &amp; TAKS/ EOC &amp; course remediation</li> </ol>

		programs to targeted students.
<b>Program &amp; Initiatives</b>	Student Attendance	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 1.5, SP 1.7 (Page 11)
	<b>District</b>	At least 95% of all student sub groups will attend school each day school is in session to include student attendance & participation in state mandated assessments at every grade level.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	2012-13 ADA & 2012-13 TAKS/EOC/STAAR Participation	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> 2012-13 ADA & 2012-13 TAKS/EOC/STAAR Participation <b>Summative:</b> 2013-14 ADA & 2013-14 TAKS/EOC/STAAR Participation	
<b>Accountability- Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's: Drop Out Prevention Counselors, COC Program</b> <b>Funding Sources: Local, State Compensatory</b>	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>Weekly Dashboards will be utilized to track student attendance by subgroups and shared with each campus.</li> <li>Campuses and specialized programs will communicate with students and parents immediately upon confirming a student's absence.</li> <li>Court filings where attendance is an issue will be filed promptly.</li> <li>District will work with campuses to provide incentives for students to attend school.</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	

<b>Strategic Priority</b>	<b>(2) We will provide infrastructure to maximize the success of all students.</b>	
<b>Key Component</b>	Defined district systems	
<b>Program &amp; Initiatives</b>	Migrant Services	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 1.1, SP 1.2, SP 1.6, SP 1.9 (Page 11); SP 2.1, SP 2.4 (Page 12) & SP 4.1 (Page 13)
	<b>District</b>	The District will join the migrant SSA with Region 18 to ensure that migrant services are provided in accordance with all federal guidelines.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	2012-13 Compliance Report, NCLB Application, MOU with Region 18, ESC.	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> ECISD will join the migrant SSA with Region 18 in 2013-14 school year. <b>Summative:</b> Migrant student performance data will be tracked to ensure effectiveness of program services.	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Funding Sources:</b> Title One C, Migrant	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Develop SSA agreement with Region 18, ESC.</li> <li>2. Ensure that campuses are in communication with ESC 18.</li> <li>3. Monitor services provided to migrant students through the SSA.</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Successful Implementation and ongoing support of District Wide Data Analysis tools.	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 1.1 (Page 11) & SP 2.4 (Page 12)
	<b>District</b>	All core content area teachers will utilize the standard data analysis tool and processes.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	2012-13 AWARE documentation	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> 2012-13 AWARE Documentation, PLC notes <b>Summative:</b> 2013-14 AWARE Documentation, PLC notes	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> CCF's <b>Funding Sources:</b> Local, State Compensatory Education, Title One	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Ensure all teachers have been trained on how to access use AWARE data.</li> <li>2. Review &amp; discuss data from AWARE at PLC meetings.</li> <li>3. Evaluate upon the conclusion of each grading period the use of AWARE</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Advanced Academic Services	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 1.1 (Page 11)
	<b>District</b>	The AAS will ensure utilization of the Gifted and Talented Identification matrix to support the validity of the identification process for gifted and talented applicants, and to increase GT identification grades K-6 <sup>th</sup> by 2%.

<b>Performance Baseline (Data from Previous Academic year or Term)</b>	Compare previous year's data for identification and make adjustments based on matrix.	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> Review 2012-13 data for identification and make adjustments based on matrix. <b>Summative:</b> Compare 12-13 to 13-14 data for identification improvements and make adjustments based on matrix.	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> GT Specialists & GT Program Teachers	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	1. Review matrix with appropriate stakeholders. 2. Provide support and training as appropriate for those involved with the identification process.
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Improved Safety & Drug Free Schools	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 2.6 (Page 12)
	<b>District</b>	District Campuses will ensure that discipline management practices are in place to provide learning environments that are productive and safe.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	Discipline referrals, drop out data, attendance data, Utilize year end attendance data, PEIMS 425 data, DAEP data and counselor data.	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> Review of 2012-13 Discipline referrals, drop out data, attendance data <b>Summative:</b> Review changes from 2012-13 to 2013-14 Discipline referrals, drop out data, and attendance data	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> Drop Out Prevention Counselors, COC Department <b>Funding Sources:</b> Local, Compensatory Education	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	1. Continue efforts including Vision Management, Character Education Resources, Conflict Management Resources, DAEP, Anger Management Resources, Group and Individual Counseling. 2. Research and identify existing models from which to learn. 3. Create a district-wide discipline plan, including improvement in administrative support and procedures, the committee, working with the Office of Student Services, is developing an Administrative Discipline Procedures Manual. 4. Administrators will receive an introduction and training on the manual and related procedures with the goal of creating district-wide consistency in administrative support, investigation, and enforcement. Maintain discipline referral processes. 5. For completion rate, review the following: Freshman repeaters and overage freshman; 6. Students eligible for Teen Parenting Related Services; 7. TAKS/EOC failures resulting in dropouts or non-completers; Seniors not completing due to loss of credit both for academic and attendance reasons; 8. Cohort students reporting as No-show (not returning for the new school year);

		9. Monitor retention rates in grades K-8; Homelessness and its impact on dropout and completion rate.
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Improved Safety & Drug Free Schools	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 2.8 (Page 12)
	<b>District</b>	The district will maintain campus teams that are trained in the procedures for TBSI.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	Review 2012-13 attrition within individual campus teams and respond with appropriate training district-wide.	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> Review of 2012-13 attrition within individual campus teams <b>Summative:</b> Review after teams have all been trained in 13-14 to ensure compliance	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Funding Sources:</b> Local, IDEA- B	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	1. Review 2012-13 attrition data within the individual campus teams 2. Schedule and ensure that 2013-14 teams are staffed and trained appropriately.
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Improved Safety & Drug Free Schools	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 2.9 (Page 12)
	<b>District</b>	The district will ensure that campuses provide a safe, orderly learning environment that promotes academic achievement, increased attendance, and reduction in number of discipline referrals and drop outs.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	Examine 2012-13 discipline referrals, drop-outs, attendance, and other evidences of unresolved conflict.	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> Review 2012-13 discipline referrals, drop-outs, attendance and other evidence of unresolved conflict <b>Summative:</b> Compare 2012-13 to 2013-14 data	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Funding Sources:</b> Local	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	1. Review 2012-13 data and identify trends. 2. Train staff and students on conflict resolution 3. Put conflict resolution teams in place at the campus level.
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Improved Safety & Drug Free Schools	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 2.7 (Page 12)

	<b>District</b>	The district will ensure that campuses have established student and staff support for suicide prevention, violence prevention and intervention and harassment and dating violence.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	Examine 2012-13 discipline referrals, drop-outs, attendance, and other evidences of unresolved conflict.	
<b>Formative &amp; Summative Evaluation</b>	<p><b>Formative:</b> Review 2012-13 discipline referrals, drop-outs, attendance and other evidence of unresolved conflict &amp; training mechanisms used to provide guidance for suicide prevention, violence prevention and intervention and harassment and dating violence.</p> <p><b>Summative:</b> Compare 2012-13 to 2013-14 data</p>	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Funding Sources:</b> Local	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Review 2012-13 data and identify trends.</li> <li>2. Provide support for students and staff regarding suicide prevention, violence prevention and intervention and harassment and dating violence.</li> <li>3. Establish support teams at the campus level.</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	

<b>Strategic Priority</b>	<b>(3) We will identify, engage and equip our world class team to accomplish our mission.</b>	
<b>Key Component</b>	Professional development for teachers, principals and instructional paraprofessionals	
<b>Program &amp; Initiatives</b>	Implementation of the bilingual model	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 3.1 (Page 13)
	<b>District</b>	The district will provide training and support to ensure 100% alignment within the district's linguistic sequence.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	No PBMAS data indicator for BE/ESL/LEP will be above 1.	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> BOY scheduled classroom walk throughs, TELPAS data, DBAS and State Assessment data <b>Summative:</b> EOY compared to BOY scheduled classroom walk throughs, TELPAS data, DBAS and State Assessment data	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> Executive Director of Bilingual ESL, Bilingual Coordinator, Bilingual/ ESL Specialists <b>Funding Sources:</b> Local, Compensatory Education, State Bilingual ESL, Title 3	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	1. Professional Development (4th-6th Literacy in 2013-14, ELPS, Sheltered Instruction, LPAC Framework) and follow-up system (Campus Feedback Forms)
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Implementation & Support of the Bilingual ESL Continuous Improvement Plan	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 3.1 (Page 13)
	<b>District</b>	All district campuses will incorporate the BE/ESL Continuous Improvement Plan into their campus plans and implement the strategies and activities outlined.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	2011-2012 PBMAS Intervention level: Level 3	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> Fall PMBAS data reports; <b>Summative:</b> PER summative evaluation 2014	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> BE/ESL Director; ESL Specialists <b>Funding:</b> Title III, Title II, Local Funds	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Present BE/ESL continuous improvement plan to campus administrators.</li> <li>2. Provide dpt. guidance on incorporation of district plan into campus plan.</li> <li>3. Provide direct department support to campus administrators to improve understanding and implementation of CIP.</li> <li>4. Provide professional development opportunities as outlined in CIP.</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	

<b>Program &amp; Initiatives</b>	Implementation and Support of District-wide SPED Operating Guidelines	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	Select appropriate goal(s) from the list provided on page 9. (Each goal must be addressed.)
	<b>District</b>	Disseminate Special Education Operating Guidelines District-wide to all affected staff ensuring critical components are compliant with federal, state, and local rules/regulations.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	Guidelines updated and reviewed with staff 2011.	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> 2013-14 monitoring of compliance to rules/regulations regarding development and implementation of student Individual Education Plans. <b>Summative:</b> Compare & train in accordance 13-14 updates as compared to updated guidelines in 2011.	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> Special Education Dept. <b>Funding:</b> local, IDEA-B, Title 2	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Monitor changes from the federal and state level in order to maintain up-to-date guidelines.</li> <li>2. Provide ongoing Staff Development to review/clarify procedural operations. Post on department web-page and District SharePoint site.</li> <li>3. Ongoing monitoring of compliance to rules/regulations regarding development and implementation of student Individual Education Plans.</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Improved performance of IDEA-B students	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 1.1 (Page 11); SP 3.1, SP 3.2 (Page 13)
	<b>District</b>	Instructional staff will be trained in case management best practices.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	<b>PBMAS: Indicators: #1 TAKS Passing Rate</b> –Reading/58.6% (Standard-70%); Math/49.1% (Standard-65%); Science/45.2% (Standard-60%); <b>Indicator #6 Sped LRE (Ages 3-5)</b> – 4.8% (Standard-16%)	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> 6/9 week grading periods and End of Semester; <b>Summative:</b> End of Year grading periods	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> Special Education Dept. <b>Funding:</b> local, IDEA-B	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	Support instructional staff with training in Case Management to ensure appropriate implementation of student IEPs, including frequent progress monitoring; provide opportunities for staff development in research-based instructional strategies/methodologies.
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Advanced Academic Services	



<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 3.1 (Page 13)
	<b>District</b>	Implement professional development opportunities that focus on differentiation strategies, thinking skills, conceptual learning, and depth and complexity.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	Review 2012-13 student populations served by AAS and compare sub groups to mirror the campus population.	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> Comparison of 12-13 student populations by campus to AAS students by campus; <b>Summative:</b> End of Year comparisons	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> GT Specialist, GT Dept. <b>Funding:</b> local	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Provide professional development that aligns with district, campus objectives and goals in the following targeted areas: PLC (Professional Learning Communities),</li> <li>2. Superintendent Initiative Enhance teaching skills and research with current trends to assist new GT Program Teachers become experts in the field of high end learners.</li> <li>3. Provide training for campuses so all GT Cluster teachers have a role defined and expectations for GT services are set.</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	District PD Initiatives	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 3.1, SP 3.2, SP 3.3, SP 3.4, SP 3.5 & SP 3.6 (Page 13)
	<b>District</b>	Focused Professional Development will be based on research based practices that will enhance instructional staff's teaching to meet the needs of every diverse and at risk learner as well as to increase teacher competencies.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	2011-12 Student Performance data	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> Student Performance 2012-13 Academic grades and state testing results; <b>Summative:</b> Student Performance 2013-14 Academic grades and state testing results	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> CCF's, Literacy Director, Reading Specialist, Reading Interventionist <b>Funding:</b> local, Compensatory Education, Title One, Title Two	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Provide training opportunities to ensure the effective implementation of district RTI process;</li> <li>2. Utilize the district provided software in support of RTI;</li> <li>3. Establish a district RTI committee that will develop a KG-12 plan for academic and behavior.</li> <li>4. Provide training opportunities to ensure effective implementation of district PLC</li> </ol>

		<p>processes;</p> <ol style="list-style-type: none"> <li>5. Provide training opportunities to ensure effective use of data systems and tools &amp; the effective use and development of classroom assessments;</li> <li>6. Provide training opportunities to ensure effective classroom strategies in the areas of literacy, writing, mathematics, science and social studies for all learners.</li> <li>7. Provide training opportunities to ensure effective strategies in classroom management.</li> <li>8. Provide training opportunities to ensure differentiation for bilingual ESL learners (SIOP &amp; ELPS).</li> <li>9. Provide training opportunities to ensure effective use of campus instructional technology.</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Highly Qualified Teachers & Instructional Support	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 3.4, SP 3.5 (Page 13)
	<b>District</b>	All students will be taught by highly qualified teachers and instructional paraprofessionals.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	<b>Performance Baseline (Data from Previous Academic year or Term)</b>	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> BOY HQ As of Sept. 15, 2013 status <b>Summative:</b> EOY HQ status 2014	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> Title 2 Director, CCF's <b>Funding:</b> local, Title Two, Title Three	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Hire qualified teachers and instructional paraprofessionals;</li> <li>2. Aggressively recruit highly qualified teaching staff by attending job fairs outside of our general area;</li> <li>3. Assist current teachers obtaining critically needed pre-identified additional subject area certifications;</li> <li>4. Provide high quality, ongoing, professional development aligned with district and campus objectives and goals throughout the year,</li> <li>5. Provide focused professional development for first year teachers through the First Year Teacher Academy,</li> <li>6. Provide mentors for all first year teachers.</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Instructional Technology	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 3.6 (Page 13)

	<b>District</b>	The district will ensure that every instructional classroom is outfitted with a standardized technology equipment and that teachers are trained on how to utilize instructional technology in their classroom.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	Established timeline for installation of classroom technology.	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> Established timeline for installation of classroom technology; Teacher training sessions established for teacher instructional technology literacy <b>Summative:</b> Classroom walkthroughs, trainings completed and technology implementation monitored	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> Title 2 Director, CCF's <b>Funding:</b> local, Compensatory Education, Title One, Title Two	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	1. Begin the year with outfitting the 600 classrooms identified as in need of district standard technology. 2. Assess teacher literacy and offer training support to develop teacher instructional technology literacy for 13-14 school year.
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Diversity Support	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 3.1 (Page 13)
	<b>District</b>	The district will support a system that encourages and supports diversity for staff and students.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	Review enrollment data and student progress of all student populations for year 12-13.	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> Compare & establish trends from student populations from 11-12 to 12-13. <b>Summative:</b> Compare 12-13 to 13-14 student population data	
<b>Accountability-Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> <b>Funding: Local</b>	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	1. Offer training to staff on Diversity Software Program and Student Assignment Plan.
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	
<b>Program &amp; Initiatives</b>	Magnet Program	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 3.1 (Page 13)
	<b>District:</b>	The district will continue to maintain and strengthen magnet program identity.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	Master review of magnet capacities (Fall Snapshot 2012, end of April 2013)	

<b>Formative &amp; Summative Evaluation</b>	<b>Formative: BOY:</b> Percent Utilization - Full Magnet: Austin:91% Alamo: 82% Hays: 94% Reagan: 104% Percent Utilization-neighborhood/magnet: Blackshear 115% Cameron 86% Milam: 98% Travis: 93% Zavala: 83%  <b>Summative:</b> Data comparison for 13-14 data to 12-13 data	
<b>Accountability- Supplemental FTE's, Funding sources</b>	<b>Supplemental FTE's:</b> Magnet director <b>Funding:</b> local	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Focused magnet recruiting and marketing;</li> <li>2. Addition of Magnet Director;</li> <li>3. Development of appropriate identification measures.</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	

<b>Strategic Priority</b>	<b>(4) We will establish and sustain an inter-dependent partnership with key stakeholders.</b>	
<b>Key Component</b>	Improved partnerships with parents and key stakeholders	
<b>Program &amp; Initiatives</b>	Parent & Community Partnerships	
<b>Performance Goals</b>	<b>Federal &amp; State</b>	SP 4.1 (Page 13)
	<b>District</b>	The district will improve inter-dependent partnerships with parents and our community.
<b>Performance Baseline (Data from Previous Academic year or Term)</b>	2012-13 Strategic Plan; Parent data reviews, parent meetings & parent surveys	
<b>Formative &amp; Summative Evaluation</b>	<b>Formative:</b> 12-13 Feedback from parent meetings, PTA's, VIPs, Strategic Plan Members, survey feedback <b>Summative:</b> 13-14 Parent surveys, 2014-15 Strategic Plan Development	
<b>Accountability- Supplemental FTE's, Funding sources</b>	Funding sources: Local, Title One, Title One C, Title Three	
<b>Actions to be taken</b>	<b>1<sup>st</sup> 90 Days</b>	<ol style="list-style-type: none"> <li>1. Ensure that NCLB parent communications have been shared with parents</li> <li>2. Promote parent involvement groups through parent teacher organizations, VIPs, and 14-15 Parent Community Membership of Strategic Plan Development</li> <li>3. Increase use of Parent Link, Open House, Family Education Nights and other school activities to target parent partnerships.</li> </ol>
	<b>2<sup>nd</sup> 90 Days</b>	
	<b>3<sup>rd</sup> 90 Days</b>	