

# **Ector County Independent School District**

## **District Improvement Plan**

### **2017-2018 Goals/Performance Objectives/Strategies**

**Accountability Rating: Met Standard**



# Mission Statement

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

## Vision

ECISD, where all students succeed.

## Core Beliefs

We believe that...

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

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Goal 4: The percentage of students in grades K-2 who are reading at or above level as measured by iStation/Espanol will increase from to 68% by the end of the 2017-18 school year. a. Annual Targets: 1. Kindergarten: SY 17-18 68% 2. First Grade: SY 17-18 67% 3. Second Grade: SY 17-18 71% b. The percentage of PreKindergarten students producing 20 letter sounds on a district checkpoint will meet an expected performance level of 65% by the end of the 2017-18 school year. (Actual baseline percentage will be determined at the end of school year 2017-18). ....	35
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# Goals

## Goal 1:

**There will be no six-year IR campuses by the end of school year 2017-2018.**














**Performance Objective 1:** We will decrease the accountability GAPS between ECISD and the State by 5% in each State assessed area.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Secondary students will be offered additional supports to help remove barriers to success. School supplies, clothing items, enrollment assistance, transportation, free lunch and community referrals will be provided through the Community Outreach Center.		Lead Social Worker, Secondary Operations, District Operations	Accountability performance gap will decrease between all students and Title I Part A secondary students by 2%.			
Problem Statements: Demographics 3 Funding Sources: State Comp Ed - 480000.00, Title One Homeless - 58000.00						
<b>PBMAS</b> 2) Secondary student enrollment will be monitored on a weekly basis. Drop outs will be offered a flexible drop out/credit recovery program at the Community Outreach Center. Students will have tutoring and credit recovery in a small environment with a teacher to student ratio not to exceed 1-10. Odyssey Ware will be utilized for the credit recovery.		Lead Social Worker, Homeless Specialist, Secondary Operations, District Operations, Instructional Technology, Curriculum Department	Accountability performance gap will decrease between all students and Title 1 Part A secondary students by 2%.			
Problem Statements: Demographics 3 Funding Sources: State Comp Ed - 480000.00, Title One Homeless - 75000.00, State Bilingual ESL - 0.00						

<p><b>PBMAS</b></p> <p>3) Teachers and Administrators will be notified at each grading cycle of which students in their classrooms have been identified as Title I Part A (McKinney Vento) students. Teachers of these students will review individual Eduphoria data with their campus administrators and offer support and tutoring according to weak areas identified.</p>	Lead Social Worker, Campus Principals, Teachers of Title I Part A students, Elementary and Secondary Operations, Campus Administrators	Accountability performance gap will decrease between all students and Title I Part A secondary students by 2%.			
	<p>Problem Statements: Demographics 3</p> <p>Funding Sources: Title One Homeless - 58000.00, State Comp Ed - 0.00</p>				
<p>4) To ensure all secondary students have access to a guaranteed and viable curriculum, 100% of core teachers will implement the district adopted curriculum (TEKS Resource System) with fidelity. Each secondary campus principal will be responsible for developing and monitoring a rotating schedule so that every campus administrator is responsible for completing and documenting a minimum of 5 classroom walk-throughs per week to verify alignment with adopted curriculum.</p>	Campus Principals, Exec. Dir of Secondary Education, Asst Supt of Secondary Education	Accountability performance gap will decrease between all students and Title I Part A secondary students by 2%.			
	<p>Problem Statements: Demographics 4</p>				
<p>5) To ensure all secondary students have access to a guaranteed and viable curriculum, 100% of core teachers will implement the district adopted curriculum (TEKS Resource System) with fidelity. To verify alignment with adopted curriculum, each secondary campus principal will be responsible for developing and monitoring a rotating schedule so that every campus administrator is reviewing and providing documented feedback to a minimum of 15 lesson plans per week.</p>	Campus Principals, Exec. Dir of Secondary Education, Asst Supt of Secondary Education	Accountability performance gap will decrease between all students and Title I Part A secondary students by 2%.			
<p>6) 6) To ensure all secondary students have access to a guaranteed and viable curriculum, 100% of core teachers will maintain fidelity with the district adopted curriculum (TEKS Resource System) through May 2018. Secondary campus principals will ensure every campus administrator correlates 100% of their five mandatory weekly walk-throughs with the respective lesson plans to foster strong alignment with the TEKS Resource System timeline in preparation for ongoing District based assessments administered through May 2018.</p>	Campus Principals, Exec. Dir of Secondary Education, Asst Supt of Secondary Education	Accountability performance gap will decrease between all students and Title I Part A secondary students by 2%.			
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>					

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 3:** At risk homeless Title One students served on non-title campuses continue to graduate at lower rates, 64.7% , than standard set at 80% and are dropping out at a rate of 8.7% where standard is 1.2%. **Root Cause 3:** The at risk nature of homelessness lends itself to a need of continuous interventions that address the homeless students social-emotional needs as well as additional opportunities for instructional support from classroom instructors.

**Problem Statement 4:** Title One school-wide elementary campuses and secondary IR campuses are not meeting the federal targeted STAAR passing rates for math, reading, science, writing, and social studies. **Root Cause 4:** Not all teachers are implementing district instructional initiatives for math, science, reading, social studies, and writing.

**Goal 1:**





There will be no six-year IR campuses by the end of school year 2017-2018.







**Performance Objective 2:** Bilingual will move from Stage 3 to Stage 2 on PBMAS.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>PBMAS</b></p> <p>1) Elementary: Monitor implementation and effectiveness of the Bilingual late-exit maintenance program, fully implement the new linguistic sequence and ensure fidelity to the time and treatment structures district-wide.</p> <p>Secondary: Provide Secondary Master Schedule parameters to ensure English Language Learners (ELL) students are served by a certified teacher and sheltered instructional practices are used in the classroom to support listening, speaking, reading and writing skills in order to ensure students develop one year's growth in language acquisition.</p>		Executive Director of Bilingual & English (BE) as a Second Language (ESL), Bilingual & ESL Specialists and Coordinators.	<p>Monitor Bilingual Classroom Schedules to reflect the time treatment. Fidelity to the instructional time allocated for each content. English Language Development in all Bilingual Classrooms for the required 45 minutes a day.</p> <p>Disaggregate current data, determine areas of needs and successes by campus, grade level, and student SEs.</p>			
				<p>Problem Statements: Demographics 2 Funding Sources: Title Three Bilingual/ ESL - 0.00</p>		
<p><b>PBMAS</b></p> <p>2) ECISD BE &amp; ESL Department will provide professional development opportunities for BE &amp; ESL teachers to ensure the use of effective instructional practices in the Bilingual and ESL classroom to include ongoing training on sheltered instruction and English Language Proficiency Standards (ELPS) training.</p>		Executive Director of Bilingual & ESL, Bilingual & ESL Specialists and Coordinators and Campus Principals.	Walk-through instructional instrument reflects use of interactive instructional practices and ELL assessment data. Balanced Literacy Support in the BE & ESL classrooms. Guided Math K-5 implementation in the Bilingual Classroom			
				<p>Problem Statements: Demographics 2 Funding Sources: Title Three Bilingual/ ESL - 0.00</p>		

3) The BE & ESL Department will provide training and monitoring on the Language Proficiency Assessment Committee (LPAC) process and LPAC compliance documents to ensure that all ELL students are served according to State and Federal guidelines.	Executive Director of Bilingual & ESL, Bilingual & ESL Specialists and Coordinators, Campus LPAC Administrator and Lead Teacher.	Bilingual and ESL Department Periodic Audits.			
Problem Statements: Demographics 2 Funding Sources: Title Three Bilingual/ ESL - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> ELLs have a less than 50% passing rate in the areas of reading, writing and social studies. <b>Root Cause 2:</b> There is a lack of teacher understanding on the effective implementation for instructional strategies needed to meet linguistic needs of ELLS.



**Goal 1:**








There will be no six-year IR campuses by the end of school year 2017-2018.

**Performance Objective 3:** Telpas numbers for the 2017-18 will increase by 5% for ELL students who progress at least one proficiency level.

**Evaluation Data Source(s) 3:** Telpas scores baseline set at 50%.

**Summative Evaluation 3:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Title 3 Specialist and Title 3 Coordinator will continue to work with teachers to train and implement best instructional practices for bilingual ESL teachers.		C&I Asst. Supt, Executive Director of Bilingual ESL, Principals	Telpas scores will increase 5% of ELL students who progress at least on proficiency level; from 50% to 55%.			
	Problem Statements: Demographics 2 Funding Sources: Title Three Bilingual/ ESL - 342057.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> ELLs have a less than 50% passing rate in the areas of reading, writing and social studies. <b>Root Cause 2:</b> There is a lack of teacher understanding on the effective implementation for instructional strategies needed to meet linguistic needs of ELLS.

**Goal 1:**

There will be no six-year IR campuses by the end of school year 2017-2018.

**Performance Objective 4:** Special Education will move from Stage 3 to Stage 2 on PBMAS.

**Evaluation Data Source(s) 4:** PBMAS report

**Summative Evaluation 4:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>System Safeguard Strategy</b> <b>PBMAS</b> 1) The ECISD Special Education Department will provide hands-on opportunities and support to enhance the fidelity of Co-Teaching/ Inclusion on each campus to both gen ed and SpEd teachers.		ECISD Special Education Department Director, Coordinators, District Leaders and support personnel.	Increased participation in training from both gen ed and sped teachers, increased inclusion opportunities for students. Increased student progress as measured on STAAR to increase at the same rate as all students or better in all content tested areas. (Focus on reading/ela and writing.) (>2% increase over 2017)			
	Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 3 - School Context and Organization 1 Funding Sources: IDEA-B - 0.00					
<b>System Safeguard Strategy</b> <b>PBMAS</b> 2) The ECISD Special Education Department will provide staff development and modeling opportunities to support positive behavioral interventions.		ECISD Special Education Department Director, Coordinators, District Leaders and support personnel.	Staff development sign-in sheets, end of year discipline report, classroom walkthrough documentation, staff development feedback forms. Percentage of referral incidents and actions should not exceed the percentage of students with special needs. (7.3%)			
	Problem Statements: School Culture and Climate 2 Funding Sources: State Special Education - 0.00, IDEA-B - 0.00					
<b>System Safeguard Strategy</b> <b>PBMAS</b> 3) The ECISD Special Education Department will provide hands-on opportunities to support appropriate goal setting/ writing and Individualized Education Program/Admission, Review and Dismissal (IEP/ARD) process.		ECISD Special Education Department Director, Coordinators, District Leaders and support personnel.	Staff development sign-in sheets, ARD documentation within special education software; staff development feedback forms Increased participation in training from both gen ed and sped teachers, decreased errors in ARD paperwork & compliance. Increased effective goals for students with special needs. >5% error rate.			
	Problem Statements: Curriculum, Instruction, and Assessment 3 Funding Sources: State Special Education - 0.00, IDEA-B - 0.00					
= Accomplished                         = Considerable                         = Some Progress                         = No Progress                         = Discontinue						

## Performance Objective 4 Problem Statements:

<b>Student Achievement</b>
<b>Problem Statement 2:</b> Not all campuses are implementing and monitoring an inclusive model of instruction that promotes differentiated instruction within an inclusive setting. ECISD SpEd continues to struggle with the content areas of Reading/ ELA and Writing <b>Root Cause 2:</b> Many students were still served in resource, not inclusion, and were working with lower than grade level supports.
<b>School Culture and Climate</b>
<b>Problem Statement 2:</b> Office level discipline referrals for secondary including offenses and actions increased over 2016-2017 <b>Root Cause 2:</b> Lack of fidelity to CHAMPS and PBIS, and effective implementations of BIPs.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 3:</b> Many students still receiving services in resource settings with instruction below grade level. Some ineffective goals/IEPs/ BIPs developed. <b>Root Cause 3:</b> Ineffective use of Form 2's and fidelity to TEKS resource, lack of fidelity to appropriate goal setting, lack of fidelity in high engaging lesson planning and mandatory participation of SpEd staff in campus PLCs.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Fidelity of staff in implementing effective student scheduling, CoTeaching/ Inclusion, Behavioral Supports, and Goal Setting and IEPs-ARD process. <b>Root Cause 1:</b> Many gen ed teachers still unclear of process and supports available in SpEd.

**Goal 1:**


There will be no six-year IR campuses by the end of school year 2017-2018.

**Performance Objective 5:** 100% of all staff will be trained in TEKS Resource System in English Language Arts (Reading and Writing), Math, Science, and Social Studies.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Training will be provided at New Teacher training and during beginning of year professional development for the 2017-18 school year.		C & I	Sign in sheets, Teacher log-in data	✓	✓	✓
	Problem Statements: Demographics 1, 2 Funding Sources: IDEA-B - 0.00, Local - 0.00, State Comp Ed - 0.00, State Special Education - 0.00, State Bilingual ESL - 0.00, Title One School-wide - 0.00					
						

**Performance Objective 5 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Experienced teachers (6 years and beyond) are decreasing while inexperienced teachers (1-5 years) are increasing. <b>Root Cause 1:</b> Teachers aren't supported in such a way that they want to remain in the profession.</p>
<p><b>Problem Statement 2:</b> ELLs have a less than 50% passing rate in the areas of reading, writing and social studies. <b>Root Cause 2:</b> There is a lack of teacher understanding on the effective implementation for instructional strategies needed to meet linguistic needs of ELLS.</p>

**Goal 1:**








There will be no six-year IR campuses by the end of school year 2017-2018.

**Performance Objective 6:** All staff who teach ELAR, Math, Science, and/or Social Studies will understand and utilize all TEKS Resource System documents.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Ongoing implementation support of TEKS Resource System through PLC Meetings and support from the Instructional Coach and Campus Curriculum Facilitator (secondary).		C & I, Campus Administrators, District Administration	Agendas, Sign in sheets, Teacher log in data, lesson plans			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:**








There will be no six-year IR campuses by the end of school year 2017-2018.

**Performance Objective 7:** TEKS Resource System unit assessments will be utilized to determine appropriate pacing in the classroom.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Unit Assessments will be utilized for English Language Arts and Reading (ELAR), Math, Science, and Social Studies according to the district created assessment timeline.		C&I, Campus Principals, District Administration	Eduphoria Data for Assessments, Teacher log in data, PLC Agendas (data)			
	Problem Statements: Demographics 4 Funding Sources: Local - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Performance Objective 7 Problem Statements:**

Demographics
<b>Problem Statement 4:</b> Title One school-wide elementary campuses and secondary IR campuses are not meeting the federal targeted STAAR passing rates for math, reading, science, writing, and social studies. <b>Root Cause 4:</b> Not all teachers are implementing district instructional initiatives for math, science, reading, social studies, and writing.

**Goal 2: The percentage of 3rd through 7th grade students who meet standard in writing, reading and mathematics on the current state assessment program will increase in:**

**3rd Grade:**

**Reading from 63% to 67%**

**Math from 66% to 70%**

**4th Grade:**

**Writing from 50% to 59%**

**Reading from 55% to 62%**

**Math from 61% to 64%**

**5th Grade:**

**Reading from 69% to 74%**

**Math from 77% to 81%**

**6th Grade:**

**Reading from 48% to 55%**

**Math from 54% to 62%**

**7th grade:**

**Writing from 51% to 58%**

**Reading from 53% to 60%**








**Math from 47% to 55%.**

**Performance Objective 1:** Title One School-wide elementary campuses and secondary IR campuses will increase passing rates for STAAR Math, STAAR Reading, STAAR Science, STAAR Social Studies, and STAAR Writing to 65% on 2018 state accountability assessments.

**Evaluation Data Source(s) 1:** Data Disaggregation Next Steps Documents; Feb DBA data will reflect 50% of students mastering grade level curriculum as measured by the Feb DBA for IR campuses that are receiving coaching and modeling support from Content Coordinators

**Summative Evaluation 1:**

**TEA Priorities:** 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Guided Reading (K-5), Guided Math (K-5), TEKS Resource System, and unit assessments will be implemented at all campuses in grades K-12. CCFs, IC's, and Curriculum Coordinators will provide continuous modeling, observation and feedback on the implementation of district initiatives as well as provide guidance in developing rigorous lessons and research based instructional strategies.		District content coordinators, Executive director of curriculum and instruction, principals and teachers	Achievement gap will close for title one students where they will meet or exceed the state requirement.			
	Problem Statements: Demographics 4 Funding Sources: Title One School-wide - 2150000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 4:</b> Title One school-wide elementary campuses and secondary IR campuses are not meeting the federal targeted STAAR passing rates for math, reading, science, writing, and social studies. <b>Root Cause 4:</b> Not all teachers are implementing district instructional initiatives for math, science, reading, social studies, and writing.



**Goal 2:** The percentage of 3rd through 7th grade students who meet standard in writing, reading and mathematics on the current state assessment program will increase in:

3rd Grade:

Reading from 63% to 67%  
 Math from 66% to 70%

4th Grade:

Writing from 50% to 59%  
 Reading from 55% to 62%  
 Math from 61% to 64%

5th Grade:

Reading from 69% to 74%  
 Math from 77% to 81%

6th Grade:

Reading from 48% to 55%  
 Math from 54% to 62%

7th grade:

Writing from 51% to 58%  
 Reading from 53% to 60%  
 Math from 47% to 55%.

**Performance Objective 2:** Using Istation data, all title one school-wide campuses will increase Tier 1 percentages by 10% from the beginning of the year (BOY) to the end of the year (EOY) for each grade level in reading and improve technology literacy.

**Evaluation Data Source(s) 2:** Istation data

**Summative Evaluation 2:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

1) Job embedded teacher support through Instructional Curriculum Coaches at all title one school-wide campuses.	Executive director of Curriculum & Instruction	10% increase in tier 1 students in reading from BOY to EOY for all title one campuses moving from 60% to 70%.			
Problem Statements: Demographics 1 Funding Sources: Title One School-wide - 1885000.00					
= Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue					

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Experienced teachers (6 years and beyond) are decreasing while inexperienced teachers (1-5 years) are increasing. <b>Root Cause 1:</b> Teachers aren't supported in such a way that they want to remain in the profession.

**Goal 2:** The percentage of 3rd through 7th grade students who meet standard in writing, reading and mathematics on the current state assessment program will increase in:

3rd Grade:

Reading from 63% to 67%  
 Math from 66% to 70%

4th Grade:

Writing from 50% to 59%  
 Reading from 55% to 62%  
 Math from 61% to 64%

5th Grade:

Reading from 69% to 74%  
 Math from 77% to 81%

6th Grade:

Reading from 48% to 55%  
 Math from 54% to 62%

7th grade:

Writing from 51% to 58%  
 Reading from 53% to 60%  
 Math from 47% to 55%.

**Performance Objective 3:** Using LTS Stride data, all elementary and middle school campuses will increase Tier 1 percentages by 10% from BOY to EOY in each grade level for math

**Evaluation Data Source(s) 3:** LTS Stride data

**Summative Evaluation 3:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

1) Job emebded teacher support through Instructional Curriculum Coaches at elementary and Campus curriculum facilitators in middle schools.	C&I, Executive Director of C&I, Director of Literacy, Principals, ICC's and CCF's	Math LTS Stride data will show a 10% increase from baseline at 50% to 60% by the EOY.			
Funding Sources: Title Two Professional Development - 0.00					
= Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue					

**Goal 2:** The percentage of 3rd through 7th grade students who meet standard in writing, reading and mathematics on the current state assessment program will increase in:

3rd Grade:

Reading from 63% to 67%  
 Math from 66% to 70%

4th Grade:

Writing from 50% to 59%  
 Reading from 55% to 62%  
 Math from 61% to 64%

5th Grade:

Reading from 69% to 74%  
 Math from 77% to 81%

6th Grade:

Reading from 48% to 55%  
 Math from 54% to 62%

7th grade:

Writing from 51% to 58%  
 Reading from 53% to 60%  
 Math from 47% to 55%.

**Performance Objective 4:** All 3-5th grade students will improve their reading mastery a minimum of one year.

**Evaluation Data Source(s) 4:** IStation, DBA, Unit Assessments

**Summative Evaluation 4:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

1) Utilize iStation and response to intervention (RTI) program, Stride, to ensure that all students are progressing towards Tier 1 classification.	C&I, Campus Administrators, Elementary Operations	Progressive data from each program, time on task data, Tier 1,2,3 classifications			
Funding Sources: Local - 0.00, Title One School-wide - 0.00					
2) 3-4 classrooms will implement writing strategies into their classrooms. 3-4 teachers will receive professional development with Gretchen Bernabei on writing strategies.	C & I, Campus Administrators, 3-4 teachers, Instructional Coaches	Writing Rubrics, evidence of writing in classrooms, STAAR Data Walk throughs, reduced behavior referrals			
Teacher professional development conferences focused to engagement and best practice methodologies such as Kagan, Ron Clark Academy, Leadership and campus teams to visit high performing campuses	Problem Statements: Demographics 1, 4 Funding Sources: Title One School-wide - 50000.00, Title One Priority Focus - 50000.00				
3) 3-5 teachers will receive training on Explor-ebooks. Teachers will use Explor-ebooks during small group instruction and work stations.	C & I, Campus Administrators, Classroom Teachers	Explor-ebooks usage reports, campus walk-throughs			
4) Utilize balanced literacy/guided reading to improve instruction for all students.	Curriculum and Instruction (C&I), Campus Administrators	iStation data, the State of Texas Assessments of Academic Readiness (STAAR) data, data mats, Guided Reading Walk-Through forms			
Supplemental materials from Words Their Way will be utilized by Title One Campuses.	Problem Statements: Demographics 4 Funding Sources: Title One School-wide - 15000.00				
= Accomplished     = Considerable     = Some Progress     = No Progress     = Discontinue					

### Performance Objective 4 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Experienced teachers (6 years and beyond) are decreasing while inexperienced teachers (1-5 years) are increasing. <b>Root Cause 1:</b> Teachers aren't supported in such a way that they want to remain in the profession.
<b>Problem Statement 4:</b> Title One school-wide elementary campuses and secondary IR campuses are not meeting the federal targeted STAAR passing rates for math, reading, science, writing, and social studies. <b>Root Cause 4:</b> Not all teachers are implementing district instructional initiatives for math, science, reading, social studies, and writing.

**Goal 2:** The percentage of 3rd through 7th grade students who meet standard in writing, reading and mathematics on the current state assessment program will increase in:

3rd Grade:

Reading from 63% to 67%  
 Math from 66% to 70%

4th Grade:

Writing from 50% to 59%  
 Reading from 55% to 62%  
 Math from 61% to 64%

5th Grade:

Reading from 69% to 74%  
 Math from 77% to 81%

6th Grade:

Reading from 48% to 55%  
 Math from 54% to 62%

7th grade:



Writing from 51% to 58%  
 Reading from 53% to 60%  
 Math from 47% to 55%.










**Performance Objective 5:** All 3-5th grade students will improve their math mastery a minimum of one year.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Utilize guided math to improve instruction for all students.		C&I, Campus Administrators	Istation Math data (K-5), STAAR data, Guided Math Walk-Through forms, Unit Assessments, Pearson topic checkpoint data			

2) Utilize Istation Math and RTI intervention program, Stride, to ensure that all students are progressing towards Tier 1 classification.		C&I, Campus Administrators, Elementary Operations	Progressive data from each program, time on task data, Tier 1,2,3 classifications			
3) Provide job embedded professional development using webinars, a Math Consultant, and provide opportunities to attend Math Professional Institutes to increase knowledge of math concepts.		C & I, Region 18	Guided Math walk through forms, STAAR data, Unit Assessments, Teacher Feedback			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



**Goal 2:** The percentage of 3rd through 7th grade students who meet standard in writing, reading and mathematics on the current state assessment program will increase in:

3rd Grade:

Reading from 63% to 67%  
 Math from 66% to 70%

4th Grade:

Writing from 50% to 59%  
 Reading from 55% to 62%  
 Math from 61% to 64%

5th Grade:

Reading from 69% to 74%  
 Math from 77% to 81%

6th Grade:

Reading from 48% to 55%  
 Math from 54% to 62%

7th grade:

Writing from 51% to 58%  
 Reading from 53% to 60%  
 Math from 47% to 55%.














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

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

1) Utilize balanced literacy/guided reading to improve instruction for all students.	C&I, Campus Administrators, Secondary Operations	iStation data, STAAR data, data mats, Guided Reading Walk-Through forms			
	Funding Sources: State Comp Ed - 0.00				
2) Utilize iStation and RTI intervention program (Stride) to ensure that all students are progressing towards Tier 1 classification.	C&I, Campus Administrators, Secondary Operations	Progressive data from each program, time on task data, Tier 1,2,3 classifications			
	Problem Statements: Demographics 4 Funding Sources: State Comp Ed - 0.00				
3) 6-8 classrooms will implement writing strategies into their classrooms. 6-8 teachers will receive professional development with Gretchen Bernabei on writing strategies.	C & I, Campus Administrators, Classroom Teachers, Instructional Coaches	Classroom walk-through forms, STAAR Data, evidence of writing in the classrooms			
4) English I & II classrooms will implement writing strategies into their classrooms. English I & II teachers will receive professional development with Gretchen Bernabei on writing strategies.	C & I, Campus Administrators, Classroom Teachers, Campus Curriculum Facilitators	Walk-through data, STAAR Data, evidence of writing in the classroom			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Performance Objective 6 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 4:</b> Title One school-wide elementary campuses and secondary IR campuses are not meeting the federal targeted STAAR passing rates for math, reading, science, writing, and social studies. <b>Root Cause 4:</b> Not all teachers are implementing district instructional initiatives for math, science, reading, social studies, and writing.

**Goal 2:** The percentage of 3rd through 7th grade students who meet standard in writing, reading and mathematics on the current state assessment program will increase in:

3rd Grade:

Reading from 63% to 67%  
 Math from 66% to 70%

4th Grade:

Writing from 50% to 59%  
 Reading from 55% to 62%  
 Math from 61% to 64%

5th Grade:

Reading from 69% to 74%  
 Math from 77% to 81%

6th Grade:

Reading from 48% to 55%  
 Math from 54% to 62%

7th grade:

Writing from 51% to 58%  
 Reading from 53% to 60%  
 Math from 47% to 55%.












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

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

1) Support math teachers in the use of Texas Essential Knowledge and Skills (TEKS) Resource System to improve instruction for all students.		C&I, Campus Administrators, Secondary Operations	Istation math data (6-8), STAAR data, Unit Assessments,			
2) Utilize Istation Math and RTI intervention program (Stride) to ensure that all students are progressing towards Tier 1 classification.		C&I, Campus Administrators, Secondary Operations	Progressive data from each program, time on task data, Tier 1,2,3 classifications			
3) Provide job embedded professional development and provide opportunities to attend Math Professional Institutes to increase knowledge of math concepts.		C & I, Region 18	Walk through forms, STAAR data, EOC, Unit Assessments, Teacher Feedback			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3: The High School graduation rate will increase from 86% to 88% by the end of the 2017-18 school year.**

**GPM 3-1**

**1) The percent of first year freshmen leaving the 9th grade with an Algebra 1 credit will increase from 70% to 75% by the end of the SY 2017-18.**

**GPM 3-2**

**2) The percent of first year freshmen earning 6 or more credits will increase from 76% to 79% by the end of SY 2017-18 school year.**

**Performance Objective 1:** The percent of first year freshmen earning 6 or more credits will increase from 76% to 79% by the end of SY 2017-18 school year.

**Evaluation Data Source(s) 1:** Freshman course credits

**Summative Evaluation 1:**

**Goal 3:** The High School graduation rate will increase from 86% to 88% by the end of the 2017-18 school year.

GPM 3-1

1) The percent of first year freshmen leaving the 9th grade with an Algebra 1 credit will increase from 70% to 75% by the end of the SY 2017-18.

GPM 3-2

2) The percent of first year freshmen earning 6 or more credits will increase from 76% to 79% by the end of SY 2017-18 school year.

**Performance Objective 2:** The percent of first year freshmen leaving the 9th grade with an Algebra 1 credit will increase from 70% to 75% by the end of the SY 2017-18.

**Evaluation Data Source(s) 2:** Course credit will be evaluated.

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

**Goal 3:** The High School graduation rate will increase from 86% to 88% by the end of the 2017-18 school year.

GPM 3-1

1) The percent of first year freshmen leaving the 9th grade with an Algebra 1 credit will increase from 70% to 75% by the end of the SY 2017-18.

GPM 3-2








2) The percent of first year freshmen earning 6 or more credits will increase from 76% to 79% by the end of SY 2017-18 school year.

**Performance Objective 3:** Student learning will be transformed by developing an innovative mindset through a real world problem based learning approach.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Implement Pick Education components in Elementary, Middle and High Schools.  Use Science as the gateway to cross-curricular impact.  Elementary - Shark Finder  Middle School - Electrophysiology  High School - Project BrainStem		Chief Innovation Officer Asst. Sups of Curriculum, Elementary Education and Secondary Education.	Implementation of Shake Finder, Electrophysiology and BrainStem at the selected pilot campuses.			
Problem Statements: Demographics 4 Funding Sources: Local - 0.00, State Comp Ed - 0.00, Title One School-wide - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 4:</b> Title One school-wide elementary campuses and secondary IR campuses are not meeting the federal targeted STAAR passing rates for math, reading, science, writing, and social studies. <b>Root Cause 4:</b> Not all teachers are implementing district instructional initiatives for math, science, reading, social studies, and writing.

**Goal 3:** The High School graduation rate will increase from 86% to 88% by the end of the 2017-18 school year.

GPM 3-1

1) The percent of first year freshmen leaving the 9th grade with an Algebra 1 credit will increase from 70% to 75% by the end of the SY 2017-18.

GPM 3-2

2) The percent of first year freshmen earning 6 or more credits will increase from 76% to 79% by the end of SY 2017-18 school year.

**Performance Objective 4:** AVID Strategies: Each site will implement a consistent process for developing student organization skills, appropriate for each grade level.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

**TEA Priorities:** 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Schoolwide AVID: Implement a consistent tool for organization across the entire campus in which students are required to keep for all classes/subjects for easy access to planners, classwork, homework and any other records.		Campus Leaders, AVID Site Team, AVID Coordinator, AVID Director	Samples of organization tools, binder grade sheets, binder contents check-off sheet, general binder requirements, binder alerts			
	Funding Sources: State GT - 0.00					
2) AVID Site Team will provide continuous AVID PD over Organization Skills.		Campus Leaders, AVID Coordinator, site team, AVID Director	PD agendas, sign in sheets			
	Funding Sources: State GT - 0.00					
3) Administrators and AVID Site Team will set clear, consistent expectations for required implementation of schoolwide AVID organization strategy.		Campus Leaders, AVID site team, AVID Coordinator, AVID Director	Binder grade sheets, binder rubric, binder requirements			
	Funding Sources: State GT - 0.00					
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue						

**Goal 3:** The High School graduation rate will increase from 86% to 88% by the end of the 2017-18 school year.

GPM 3-1

1) The percent of first year freshmen leaving the 9th grade with an Algebra 1 credit will increase from 70% to 75% by the end of the SY 2017-18.

GPM 3-2

2) The percent of first year freshmen earning 6 or more credits will increase from 76% to 79% by the end of SY 2017-18 school year.

**Performance Objective 5:** Elementary and Secondary schools will increase students' use of inquiry skills by intentional planning of WICOR strategies(writing, inquiry, collaboration, organization and reading) in teacher lesson plans.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) AVID Site Team will design and implement professional learning sessions over Costa's Levels of Thinking and Questioning, as well as WICOR strategies that will impact student's use of inquiry skills.		C&I, Director of AVID, District and Campus Instructional Leaders, AVID Coordinators	Certification Self-Study information (Elem), Coaching & Certification Instrument (Sec), Data, Observations using AVID Coaching Tool, Lesson plans, Samples of student work (monthly) from each core teacher submitted to Campus Instructional Leaders, AVID PD agendas			
2) AVID site team members at the secondary level and AVID Elementary teachers will provide instruction on asking higher-level questions using Costa's Levels of Thinking during class discussions, activities and tutorials.		Director of AVID, District and Campus Coordinators, and Instructional Leaders	Lessons, student work samples indicating level 1,2 and 3 questions, Socratic Seminars, Philosophical Chairs, AVID tutorials or Collaborative Study Groups using the Socratic method			
3) Administrators, AVID Site Team members at the secondary level and AVID Elementary teachers will meet at least monthly to review student progress on Costa's Levels of thinking/questioning and to discuss success and challenges.		AVID Site Team, Principals, Director of AVID, District and Campus Coordinators and Instructional Leaders	Lessons, Student work Samples over Costa's, Grades, AVID Coaching/observation tool, site team meetings, PLC's			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						



**Goal 3:** The High School graduation rate will increase from 86% to 88% by the end of the 2017-18 school year.

GPM 3-1

1) The percent of first year freshmen leaving the 9th grade with an Algebra 1 credit will increase from 70% to 75% by the end of the SY 2017-18.

GPM 3-2

2) The percent of first year freshmen earning 6 or more credits will increase from 76% to 79% by the end of SY 2017-18 school year.

**Performance Objective 6:** ECISD will support secondary homeless students to decrease social/ educational barriers that prevent them from meeting federal graduation rate standards and drop out rates to reduce by 2% and increase graduation rates to 80%.

**Evaluation Data Source(s) 6:** Teacher documentation will be monitored to ensure conversations and accommodations are being addressed for the homeless students.

**Summative Evaluation 6:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Secondary campuses will have ongoing, meaningful and continuous conversations about homeless students social and educational needs documented at the teacher level and provide early interventions to decrease drop outs and increase graduation rates of these students.		COC Social Workers, Title One Homeless Interventionist, Federal & State Program director, principal and teacher	Homeless students will meet graduation requirements at the same rate as other students.			
Problem Statements: Demographics 3 Funding Sources: Title One Homeless - 54575.00						
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue						

**Performance Objective 6 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> At risk homeless Title One students served on non-title campuses continue to graduate at lower rates, 64.7% , than standard set at 80% and are dropping out at a rate of 8.7% where standard is 1.2%. <b>Root Cause 3:</b> The at risk nature of homelessness lends itself to a need of continuous interventions that address the homeless students social-emotional needs as well as additional opportunities for instructional support from classroom instructors.

**Goal 3:** The High School graduation rate will increase from 86% to 88% by the end of the 2017-18 school year.

GPM 3-1

1) The percent of first year freshmen leaving the 9th grade with an Algebra 1 credit will increase from 70% to 75% by the end of the SY 2017-18.

GPM 3-2

2) The percent of first year freshmen earning 6 or more credits will increase from 76% to 79% by the end of SY 2017-18 school year.






**Performance Objective 7:** BE/ESL will move from stage 1 to 0 for Annual Drop Out Rate and Recommended High School Plan/Distinguished Achievement Program (RHSP/DAP) Diploma Rate on PBMAS.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

**TEA Priorities:** 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) BE/ESL secondary students will be offered additional supports to help remove barriers to success. School supplies, clothing items, enrollment assistance, transportation, and community referrals will be provided through the Community Outreach Center.		Lead Social Worker, BE/ESL Interventionist Specialist, Secondary Operations, Curriculum Department, District Operations	Accountability performance gap will decrease between all students and BE/ESL secondary students by 5%.  Each 6 week grade and attendance reports.			
	Problem Statements: Demographics 2 Funding Sources: State Bilingual ESL - 0.00, Local - 0.00, State Comp Ed - 0.00					
2) BE/ESL secondary student enrollment will be monitored on a weekly basis. Drop outs will be offered a flexible drop out/credit recovery program at the Community Outreach Center. Students will have tutoring and credit recovery in a small environment with a teacher to student ratio not to exceed 1-10. Odyssey Ware will be utilized for the credit recovery.		Lead Social Worker, BE/ESL Interventionist Specialist, Secondary Operations, Curriculum Department, Instructional Technology,	Accountability performance gap will decrease between all students and BE/ESL secondary students by 5%.  Each 6 week grade and attendance reports.			
3) BE/ESL secondary students will have their graduation plans reviewed at each grading cycle. Campus principals and counselors will be reminded to not automatically lower the student's graduation plan.		Lead Social Worker, BE/ESL Interventionist Specialist, Campus Administrators, Secondary Operations	Accountability performance gap will decrease between all students and BE/ESL secondary students by 5%.  Each 6 week grade and attendance reports.			

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

**Performance Objective 7 Problem Statements:**

**Demographics**

**Problem Statement 2:** ELLs have a less than 50% passing rate in the areas of reading, writing and social studies. **Root Cause 2:** There is a lack of teacher understanding on the effective implementation for instructional strategies needed to meet linguistic needs of ELLS.

**Goal 4: The percentage of students in grades K-2 who are reading at or above level as measured by iStation/Espanol will increase from to 68% by the end of the 2017-18 school year.**

**a. Annual Targets:**

**1. Kindergarten:**

**SY 17-18 68%**

**2. First Grade:**

**SY 17-18 67%**

**3. Second Grade:**

**SY 17-18 71%**

**b. The percentage of PreKindergarten students producing 20 letter sounds on a district checkpoint will meet an expected performance level of 65% by the end of the 2017-18 school year. (Actual baseline percentage will be determined at the end of school year 2017-18).**








**Performance Objective 1:** Using Istation data, all title one school-wide campuses will increase Tier 1 percentages by 10% from the beginning of the year (BOY) to the end of the year (EOY) for each grade level in reading and improve technology literacy.

**Evaluation Data Source(s) 1:** Istation data

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

1) Job embedded teacher support through Instructional Curriculum Coaches at all title one school-wide campuses.	Executive director of Curriculum & Instruction	10% increase in tier 1 students in reading from BOY to EOY for all title one campuses moving from 60% to 70%.			
Problem Statements: Demographics 4 Funding Sources: Title One School-wide - 1885000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 4:</b> Title One school-wide elementary campuses and secondary IR campuses are not meeting the federal targeted STAAR passing rates for math, reading, science, writing, and social studies. <b>Root Cause 4:</b> Not all teachers are implementing district instructional initiatives for math, science, reading, social studies, and writing.

**Goal 4:** The percentage of students in grades K-2 who are reading at or above level as measured by iStation/Espanol will increase from to 68% by the end of the 2017-18 school year.

a. Annual Targets:

1. Kindergarten:

SY 17-18 68%

2. First Grade:

SY 17-18 67%

3. Second Grade:

SY 17-18 71%

b. The percentage of PreKindergarten students producing 20 letter sounds on a district checkpoint will meet an expected performance level of 65% by the end of the 2017-18 school year. (Actual baseline percentage will be determined at the end of school year 2017-18).










**Performance Objective 2:** All K-2nd grade students will improve their reading mastery a minimum of one year.

**Evaluation Data Source(s) 2:** IStation, DBA, Unit Assessments

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) 3-4 classrooms will implement writing strategies into their classrooms. 3-4 teachers will receive professional development with Gretchen Bernabei on writing strategies.		C & I, Campus Administrators, 3-4 teachers, Instructional Coaches,	Writing Rubrics, evidence of writing in classrooms, STAAR Data			
2) K-5 teachers will receive training on Explor-ebooks. Teachers will use Explor-ebooks during small group instruction and work stations.		C & I, Campus Administrators, Classroom Teachers	Explor-ebooks usage reports, campus walk-throughs			
3) Utilize balanced literacy/guided reading to improve instruction for all students.		Curriculum and Instruction (C&I), Campus Administrators	iStation data, the State of Texas Assessments of Academic Readiness (STAAR) data, data mats, Guided Reading Walk-Through forms			

4) Utilize iStation and response to intervention (RTI) program, Stride, to ensure that all students are progressing towards Tier 1 classification.		C&I, Campus Administrators, Elementary Operations	Progressive data from each program, time on task data, Tier 1,2,3 classifications			
Funding Sources: Local - 0.00, Title One School-wide - 0.00						
5) K-2 classrooms will implement Writer's Workshop during their Balanced Literacy time. K-2 teachers will receive professional development in Writer's Workshop at the beginning of year PD.		C & I, Campus Administrators, K-2 teachers, Instructional Coaches	Balanced Literacy Walk-through forms, evidence of writing in classrooms			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 4:** The percentage of students in grades K-2 who are reading at or above level as measured by iStation/Espanol will increase from to 68% by the end of the 2017-18 school year.

a. Annual Targets:

1. Kindergarten:

SY 17-18 68%

2. First Grade:

SY 17-18 67%

3. Second Grade:

SY 17-18 71%

b. The percentage of PreKindergarten students producing 20 letter sounds on a district checkpoint will meet an expected performance level of 65% by the end of the 2017-18 school year. (Actual baseline percentage will be determined at the end of school year 2017-18).

**Performance Objective 3:** All K-2nd grade students will improve their math mastery a minimum of one year.






**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Utilize guided math to improve instruction for all students.		C&I, Campus Administrators	Istation Math data (K-5), STAAR data, Guided Math Walk-Through forms, Unit Assessments, Pearson topic checkpoint data			
2) Utilize Istation Math and RTI intervention program, Stride, to ensure that all students are progressing towards Tier 1 classification.		C&I, Campus Administrators, Elementary Operations	Progressive data from each program, time on task data, Tier 1,2,3 classifications			
3) Provide job embedded professional development using webinars, a Math Consultant, and provide opportunities to attend Math Professional Institutes to increase knowledge of math concepts.		C & I, Region 18	Guided Math walk through forms, STAAR data, Unit Assessments, Teacher Feedback			



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

**Goal 4:** The percentage of students in grades K-2 who are reading at or above level as measured by iStation/Espanol will increase from to 68% by the end of the 2017-18 school year.

a. Annual Targets:

1. Kindergarten:

SY 17-18 68%

2. First Grade:

SY 17-18 67%

3. Second Grade:

SY 17-18 71%

b. The percentage of PreKindergarten students producing 20 letter sounds on a district checkpoint will meet an expected performance level of 65% by the end of the 2017-18 school year. (Actual baseline percentage will be determined at the end of school year 2017-18).

**Performance Objective 4:** The percentage of PreKindergarten students producing 20 letter sounds on a district checkpoint will increase from an expected performance of 65% by the end of the 2017-18 school year.

**Evaluation Data Source(s) 4:** Circles will be compared from BOY to MOY.

**Summative Evaluation 4:**












**TEA Priorities:** 2. Build a foundation of reading and math.

**Goal 5: The district will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.**

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**










Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) All Conversation Help Activity Movement Participation and Success (CHAMPS) Campus Site Teams will provide a CHAMPS/Positive Behavior Interventions and Support Based (PBIS) Refresher training and communicate expectations to all campus members.		Campus Administration, CHAMPS trainers, Secondary and Elementary Operations, District Operations, Counseling Department, CHAMPS Site Team Members	PD Agenda, Sign-in sheets, CHAMPS Handouts, Meeting Agendas			
	Funding Sources: Local - 0.00					
2) Campuses will use CHAMPS Strategies in the hallways and classrooms, as outlined in the Structure Teach Observe Interact and Correct (STOIC) checklist.		Campus Administration, CHAMPS Site Team Members	PD Agenda, CHAMPS strategy posters/handouts posted in halls/classes, elements outlined in STOIC checklist visible in halls/classes, Lesson Plans			
	Funding Sources: Local - 0.00					
3) Learning Walks and/or Implementation Surveys will be performed at every campus monthly by campus and district personnel.		Campus Administration, CHAMPS Site Team Members, and Secondary and Elementary Supervisors	Learning Walk data, Implementation Survey results			
	Funding Sources: Local - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5:** The district will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

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

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Campuses will receive CHAMPS/PBIS professional development based on current needs and degree of implementation of CHAMPS.		Director of Professional Development, Campus Administration, CHAMPS trainers, Secondary and Elementary Operations, Curriculum Department, District Operations, Counseling Department, CHAMPS Site Team Members	CHAMPS Needs Assessment Survey results, PD Agenda			
	Funding Sources: Local - 0.00					
2) CHAMPS professional development training will be differentiated for elementary and secondary campuses to meet unique needs.		Director of Professional Development, Campus Administration, CHAMPS trainers, Secondary and Elementary Operations, Curriculum Department, District Operations, Counseling Department, CHAMPS Site Team Members	PD Agendas, PD presentations/handouts			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5:** The district will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 3:** Physical Education and Health classes will promote health and safety, lifelong physical enjoyment, involving family and community in becoming physically healthy.

**Evaluation Data Source(s) 3:** Community attendance to planned activities, physical fitness gram results, reduced behavior referrals from Physical Education classes, and improved student performance on state assessments

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Equipment purchases for community activity nights to be hosted on secondary campuses.	4	PE & Health Coordinator	10% of district's population will attend and enjoy at least one community activity night with their students.			
Sending Teachers to TAHPERD Convention to improve strategies	Problem Statements: Family and Community Involvement 4 Funding Sources: Title IV - 55777.00					
Faculty Fitness Road Race						
Academic inclusion in IR campuses						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Performance Objective 3 Problem Statements:**

Family and Community Involvement
<p><b>Problem Statement 4:</b> Physical Education teachers need to develop community rapport and buy in for changed focus of program. <b>Root Cause 4:</b> The health level of our community and the mindset of what today's adults perceive Physical Education to be is negative.</p>




**Goal 5:** The district will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 4:** SAS Counselors will support at risk students to remove psycho-social barriers that prevent them from being successful in the classroom.

**Evaluation Data Source(s) 4:** SAS Monthly Reports from SAS counselors

**Summative Evaluation 4:**

**TEA Priorities:** 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) SAS counselors will provide individual, group, crisis and truancy support to at risk students who are in need of psycho-social support services.		Executive Director of Counseling, SAS counselors	Barriers will be removed so that students are able to function in class.			
	Problem Statements: Student Achievement 3 Funding Sources: State Comp Ed - 2447327.00					
						

**Performance Objective 4 Problem Statements:**








Student Achievement
<b>Problem Statement 3:</b> At risk students face pshyo-social barriers that impact their ability to perform in the classroom. <b>Root Cause 3:</b> Psycho-social, mental health, and family issues create barriers for student performance.

**Goal 5:** The district will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 5:** VIPS participation will increase from 922 volunteers to 1000 volunteers with an increase from 71,178 volunteer hours to 80,000 volunteer hours.

**Evaluation Data Source(s) 5:** Monthly reports, annual report in May

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) The volunteer leadership team will meet monthly to encourage campus level parent participation reviews monthly.  Monthly workshops will be held to support campus leaders for VIPS with ongoing coaching and workshops that focus on issues involved in parent engagement activities at the campus level.		VIPS leadership team and VIPS Coordinator	Increase in volunteers and participation.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						












**Goal 5:** The district will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 6:** The Community Action Network will have a 5% increase in participants (from 34 participants to 36 participants) with a 5% increase in hours participated (from 812 hours to 893 hours).

**Evaluation Data Source(s) 6:** CAN members sign in sheets and hours worked reports

**Summative Evaluation 6:**

**TEA Priorities:** 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Every principal will provide a minimum of 3 parents who have indicated willingness to serve.		Superintendent, Principals	Increased number of active participants			
2) Every member will receive a reminder postcard the week of the meeting.		Superintendent	Log of postcards sent, increased participation			
3) Every member will receive a reminder phone call the day before the meeting.		Principals	Log of phone calls made, increased participation			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						
















**Goal 5:** The district will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 7:** Community partnerships will increase by 5% from previous year including a 5% increase in engagement by partners at campuses.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Every campus will keep a count of parents and community members who attend every event.		Campus Administration	Counts provided to Elementary and Secondary Operations Offices			
Funding Sources: Local - 0.00, Title One School-wide - 0.00						
2) Junior Volunteers will be encouraged and tracked for growth of 5% from previous year in membership and hours worked.		VIPS Coordinator	Student's served will increase			
3) Community partners will be encouraged and recorded at the campus and district level to show a 5% increase by the end of the school year (123 to 133 members).		VIPS Coordinator, Campus leadership	ECISD students will be supported.			
4) ECISD Texas Scholar Students will increase in student participation and hours students' served by 5% (from 541 students participating to 578 students participating; from 18,171 hours to 19,079 hours)		VIP Coordinator	ECISD students will benefit from additional volunteer support.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## System Safeguard Strategies

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	4	1	The ECISD Special Education Department will provide hands-on opportunities and support to enhance the fidelity of Co-Teaching/ Inclusion on each campus to both gen ed and SpEd teachers.
1	4	2	The ECISD Special Education Department will provide staff development and modeling opportunities to support positive behavioral interventions.
1	4	3	The ECISD Special Education Department will provide hands-on opportunities to support appropriate goal setting/ writing and Individualized Education Program/Admission, Review and Dismissal (IEP/ARD) process.