

Ector County Independent School District

DAEP

2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Year	Total	LEP	Eco. Dis.	SPED	AA	Hispanic	2 or More	White
2020-21	242							
2019-20	663	NA	NA	NA	68	456	14	118
2018-19	659	32	425	34	58	467	7	121
2017-18	521	25	324	30	45	353	5	114
2016-17	505	27	304	39	43	377	3	82
2015-16	498	19	281	33	27	390	4	68
2014-15	407	13	245	27	31	302	5	68

Secondary: Historical Data Student

The October 2020 PEIMS submission documented ECISD with 32,707 students. The majority of the ECISD student population is Hispanic, which has grown from 23,649 to 26,108 in 4 years. The white student population has decreased from 5,850 to 5,539 in 4 years. The economically disadvantaged student population has also grown from 17,412 to 18,627 in 4 years. The 2019-2020 school year was deeply impacted statewide by the COVID-19 virus. This led ECISD schools to transition from regular classroom instruction to a virtual learning platform starting on March 23.

Elementary: Historical Data Student

DAEP Placements and Demographics (Actual Numbers)

Year	Total	EL	Eco. Dis.	SPED	AA	Hispanic	2 or More	White
2020-21	20	1	NA	5	5	8	0	7
2019-20	47	3	NA	12	8	18	3	18
2018-19	52	2	35	8	5	25	3	11
2017-18	24	5	23	1	4	18	0	2
2016-17	34	4	28	6	5	20	1	7
2015-16	26	1	24	9	7	15	1	3
2014-15	70	10	54	7	7	44	1	18
2013-14	62	4	48	6	3	39	1	19

2020-21 Grade	Total Placements	Repeat Placement	Total Expulsions	Male	Female
Kinder	4	0	0	4	0
1	3	0	0	3	0
2	4	0	0	3	1
3	0	0	0	0	0
4	1	0	0	1	0
5	6	0	0	5	1
6	2	0	0	2	0
Total	20	0	0	18	2

Campus Response to Intervention Academic and Behavior Support

Campus	Grade Level
Blackshear	2nd
Downing	First
Dowling	First
Cavazos	Fifth
Fly	Third
Zavala	First
Zavala	PreK
Zavala	Kinder

Demographics Strengths

Most of the population at DAEP is Hispanic students. This correlates with the overall Hispanic population of the district.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students at their home campus feel disconnected with their academics and feel they are labeled as behavior problems and thus it's difficult to build a good solid relationships with their teachers and administrators.

Problem Statement 2: Student behavior causes disconnect to academic instruction, and positive relationships with teachers and administration is hindered. **Root Cause:** Home campus utilization of behavior teams needs to be more effective. Also, home campus needs to look at data and know their most severe behavior students and devise a plan to address their needs.

Student Achievement

Student Achievement Summary

According to AEC 2020-2021 panorama survey, 57% of students felt they were not engaged in the lesson. AEC plans to address this data by continuing to work with teachers in PLC's and one on one coaching. We will involve AEC staff in continuous PD and allow staff to seek PD that will enhance their teaching and provide them with the necessary tools to increase the rigor, engagement, and student led activities. AEC will incorporate their IS, content directors, administration, and our technology rep to provide all teacher PD.

Student Achievement Strengths

Student achievement at AEC/YC was sporadic. We did have students who did very well on their STARR/MAP assessments while they were enrolled at AEC. Students did come with gaps in their learning due to Covid19, but AEC continued and provided students with high quality instruction. AEC/AEP will continue to allocate resources and provide best instructional methods to enhance our students growth in academics. Our students will participate in PD along with teachers on learning styles and SEL components of self care, trauma, and social emotional resolutions.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students at AEC/YC enroll with gaps in learning and have a history of poor academics and behavior. **Root Cause:** Student outlook on school leads to poor attendance and this leads to their gaps in learning.

School Culture and Climate

School Culture and Climate Summary

Our focus this year is to provide each student with a high quality education and address any gaps in learning they may have due to Covid19. PLC's will be used for data collection and also work with teachers on disaggregation of data and building rapport with students. DAEP administration will be instructional leaders, and will help teachers with instructional methods. DAEP will continue to provide a supportive and structured learning environment and will utilize the district discipline model CHAMPS. DAEP will utilize Ripple Effects and SAS counselor to better understand the SEL and trauma informed piece of our students.

Transition services will continue to be utilized and students will be supported at their home campus by all relevant stakeholders.

According to 2020-2021 Panorama survey and 18 teacher responses, Perceptions of staff and faculty relations with families need the most improvement. AEC/AEP will work with all parents/guardians and provide training to all staff on communication with parents and stakeholders.

School Culture and Climate Strengths

From the Panorama Survey our school climate was 44% favorable, and 78% was favorable on supportive relationships. AEC/AEP will continue to build school culture and maintain a positive school climate by recognizing, celebrating, and training students and staff on student and staff well being. The relationships that are built between teachers and students are positive and students respond favorably to every adult employee at AEC/AEP.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students who have shown lack of academic and discipline growth tend to feel neglected, and thus this creates the cycle of continued academic and behavior issues. **Root Cause:** Students lack of progress in the public education system causes continued failure and thus their perception of school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Secondary: Teacher Information

Number and Percent of Teacher

Year	AEC		ECYC	
	Teachers	Instructional Aides	Teachers	Instructional Aides
2021-22	20	1	20	1
2020-21	27	1	23 GE 4 Sped	1
2019-20	25	1	18	1
2018-19	23	1	18	0
2017-18	26	2	22	0
2016-17	27	2	21	0
2015-16	25	1	20	0
2014-15	24	2	13	0

Staff Quality, Recruitment, and Retention Strengths

AEC had 88% percent retention rate from 2020-2021. Campus staff enjoyed working at AEC and the enjoyment with working with some of district's most challenging students. The new and returning faculty members are committed to learning the new way of schoology learning and some of the challenges that we will encounter for the 2021-2022 school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: AEC/AEP has a negative perception of "bad kids", so it's a struggle to hire staff to work at DAEP. **Root Cause:** Pertinent stakeholders do not have a full understanding of AEC/AEP program and the good "things" that happen in these programs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

DAEP will utilize the district's new schoology platform to highly educate our students. We will provide campus wide CHAMPS model to all staff and students. DAEP teachers will train with rest of district core content teachers on how to implement new strategies, use scope and sequence, schoology, all assessments, and district testing calendar. DAEP will use the new platform Edgenuity for students who need credit recovery and will seek to keep them on pace to graduate. All TEKS standards will be taught in curriculum.

Curriculum, Instruction, and Assessment Strengths

ECISD provides essential PD for our teachers to vertically align core content areas, lesson planning and delivery, updates on federal and state requirements, and district initiatives. DAEP instructional coach and administrative team use weekly PLC's and weekly faculty meetings to develop curriculum requirements. Our teachers attend PD throughout the year and keep up to date with district requirements. DAEP administration team works with C&I district team to provide staff development for our staff and teachers.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: DAEP's current structure will limit our teacher's ability to target specific content areas since school work will be provided through schoology from home campus. **Root Cause:** DAEP is shortage of teachers and instructional specialist is shared with another campus.

Parent and Community Engagement

Parent and Community Engagement Summary

DAEP administrators engage with parents through phone, email, or in person meetings. DAEP administration holds parent meetings everytime a student is placed at AEC/AEP. Parents are encouraged to attend school at least once a week with their student and attend Parenty Wisely class through COC. DAEP works with Percada, ECYC, CIS, and West Texas Food Bank to establish partnerships to better meet the needs of our students.

Parent and Community Engagement Strengths

The community wants to be involved with our DAEP program. Many organizations want to come to DAEP and present to our students. Due to Covid in 2020-2021 school year, this was not able to happen. DAEP will reach out to organizations to invite them to our campus and present drug awarenes, drunk driving, Glow, choices and responsibilities, and academic advising for students who want to try to obtain a CTE certification.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: DAEP student population need extra support both at home and school. Parent involvement is traditionally low. **Root Cause:** Students and parent have had a bad experience with the public education system, therefore their belief holds true when students are at DAEP.

School Context and Organization

School Context and Organization Summary

AEC/AEP believes we have a good working relationship with most campuses and departments. To better build a stronger relationships with all district-wide, AEC will:

- Collaborate with instructional departments and invite to visit our campus
- Encourage the SPED, 504, ESL, and COC departments to visit our campus and explore DAEP program
- Encourage open communication with home campus administrators on student discipline and transition back to their home campus
- Be involved with the AViD program
- Embrace the new policies and procedures concerning student DAEP placements

School Context and Organization Strengths

Our master schedule incorporated PLC's for every teacher at DAEP. Our elective and SPED inclusion/resource teachers are assigned to content PLC's. In our master schedule, PLC's do not take up a conference period. Our SCA and DBA data is at times difficult to track at time because of the constant transition of students. Our teachers do track data through Eduphoria, and strategized on how to teach TEKS standards and which TEKS could overlap through multiple grade levels of content.

Our master schedule adjustments through the year benefit students and staff. All teachers on staff have been assigned to PLC planning teams. A SPED teacher is involved with each core subject teacher. These PLC's include focused conversation and documentation for special education students. An AEC administrator will also be in attendance, to ensure they know student needs and staff needs for meeting students where they need to be met. PLC's are once a week with every core department. All SPED student information is reviewed on a continual basis and if information is needed to support student in class. SAS counselors, CIS, and administration meet with all students including SPED students on their last day and we discuss transition back to their home campus, thus helping students and preventing a return to AEC placement

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: DAEP instruction will have assignments through schoology from home campus and DAEP teachers will provide support. DAEP is short teachers and some teachers will be facilitating classes which is not their content. **Root Cause:** The lack of content area teachers will hinder opportunities for PD in curriculum content areas.

Technology

Technology Summary

DAEP has secured chromebooks for students since students will be doing assignments through schoology. DAEP will ensure teachers have the proper technology to help students using schoology and any other technical applications such as Edgeunity. DAEP will utilize Imagine Math/Reading and have proper technology to assess students online. Technology specialist will train faculty members to utilize instructional technology in classrooms. Wifi towers have been secured in case their needs and wifi throughout the campus have been updated.

Technology Strengths

DAEP administration provides support to all teachers and students when technology needs arise. DAEP works closely with district personnel for technology needs. DAEP camera system is up and running and allows for better safety on campus. DAEP is almost a 1-1 campus where all our students have access to a chromebook/laptop/desktop.

Problem Statements Identifying Technology Needs

Problem Statement 1: DAEP whole technology infrastructure could be updated. **Root Cause:** DAEP campus infrastructure is old, and the portables are outdated and the connectivity wiring needs updated.





Priority Problem Statements

Goals

Goal 1: DAEP will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 82% in 2021 to 88% for 2021-2022..





Evaluation Data Sources: Daily and weekly attendance reports and SAS Counseling sessions

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administrators will collaborate with classroom teachers to monitor students face to face and online learning presence. DAEP will utilize SAS Counselors, Communities in School, and/or district social worker to support students and families needs to increase attendance.</p> <p>Strategy's Expected Result/Impact: Student attendance and academic levels will increase participating in daily instruction.</p> <p>Staff Responsible for Monitoring: Campus administrators, Teachers, Teacher Facilitators, SAS Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: AEC will provide incentives for perfect attendance goals met monthly and every 9 weeks in an effort to improve attendance to _____%</p> <p>Strategy's Expected Result/Impact: Attendance Rate of _____%</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Teachers, Counselor, Administrators and Parents</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
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Goal 1: DAEP will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Provide differentiated processes for priority classrooms/students.





Evaluation Data Sources: Weekly administrative team meetings and campus transition meetings.

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate effectiveness and implement transitions for DAEP students to maintain academic learning and support the social-emotional learning of students.</p> <p>Strategy's Expected Result/Impact: Students' emotional and academic needs will be supported as they transition from different school settings.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: DAEP will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: ECISD will provide a data structure that can be utilized and accessed to inform processes.





Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments,

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly PLC meetings will be held to review assessment data, implement Know and Show lesson planning process, create action plans for intervention, and/or discuss student behavior.</p> <p>Strategy's Expected Result/Impact: Improvement in identified areas of need.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, and Curriculum Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
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Goal 1: DAEP will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.





Performance Objective 4: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: SAS training sessions

Strategy 1 Details	Reviews			
<p>Strategy 1: Student Assistance Service Counselors will provide ongoing professional learning SEL research and best practices to meet the needs of at-risk students.</p> <p>Strategy's Expected Result/Impact: Teachers will be proactive in identifying struggling student academic and behavior triggers.</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 1: DAEP will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: ECISD will provide and safe and supportive school environment





Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will complete required Safe School's training, Trauma, SEL, Bullying Awareness, CHAMPS and Sexual Harassment training.</p> <p>Strategy's Expected Result/Impact: Increased ability of staff and students to recognize and report signs of abuse. Safe and supportive environment</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be trained on CHAMPS and will utilize training in classrooms and throughout the building.</p> <p>Strategy's Expected Result/Impact: Safe and Supportive Environment</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 1: DAEP will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: AEC will develop and implement systems and supports for students and families that promote recovery and resiliency.





Goal 1: DAEP will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 7: AEC will continue to invest in research to drive progress in student academic and behavior success that are aligned to district needs.

Strategy 1 Details	Reviews			
Strategy 1: AEC will continue to foster current partnerships and grow new ones that promote excellence in our school.	Formative			Summative
	Oct	Jan	Mar	May
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Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.





Performance Objective 1: In 2021-22, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for math and reading to ensure teachers are equipped with needed strategies to ensure student growth.</p> <p>Strategy's Expected Result/Impact: Improved math and reading Tier 1 lessons and intervention.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Relay coaching will be implemented by Leadership Team through the use of Observation and Coaching to identify areas of need in instruction and promote teacher growth.</p> <p>Strategy's Expected Result/Impact: Grow Highly Effective Teachers</p> <p>Staff Responsible for Monitoring: Administrators and Campus Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus administrators will conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction and maximize learning time</p> <p>Staff Responsible for Monitoring: Administrators, Curriculum Coach, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 5% from the BOY MAP to EOY MAP assessment.





Evaluation Data Sources: MAP Growth Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize LLI intervention kits for K-5. K-5th will utilize Imagine Learning and literacy 60 minutes a week per program.</p> <p>Strategy's Expected Result/Impact: 5% increase in BOY to EOY MAP</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: 3rd grade reading "Meets" percentages will increase 5% (2021 STAAR) by the 2022 STAAR Reading assessment.





Evaluation Data Sources: MAP, Short Cycle Assessments, District Benchmarks, STAAR 2022 results

Strategy 1 Details	Reviews			
<p>Strategy 1: AEP will follow district curriculum, scope and sequence, and balanced literacy program to ensure student growth.</p> <p>Strategy's Expected Result/Impact: Meets increase 5%</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: 3rd grade math "Meets" percentages will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.





Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, STAAR 2021 results

Strategy 1 Details	Reviews			
<p>Strategy 1: AEP will follow district curriculum, scope and sequence and Number Talks to ensure student growth. Strategy's Expected Result/Impact: Meets increase 5% Staff Responsible for Monitoring: Administrators and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: The percentage of students that Met Standard on all subjects/grades tested will increase 5% as measured by the 2022 STAAR assessment.





Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: AEC will implement the instructional frameworks for ELAR and Math that will be tightly implemented Pre-K-12 and implement district approved curriculum resources that meet the learning needs, interests, aspirations and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS.</p> <p>Strategy's Expected Result/Impact: Increase student growth by 5% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math.</p> <p>Staff Responsible for Monitoring: Administrators, Campus Coach , and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: The percentage of students that meeting or exceeding in growth target will increase 5% as measured by the 2022 STAAR assessment.





Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: AEC will implement the instructional frameworks for ELAR and Math that will be tightly implemented Pre-K-12 and implement district approved curriculum resources that meet the learning needs, interests, aspirations and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS.</p> <p>Strategy's Expected Result/Impact: Increase student growth by 5% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math.</p> <p>Staff Responsible for Monitoring: Administrators, Campus Coach , and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: 6th grade reading "Meets" percentages will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.





Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2022 Results

Strategy 1 Details	Reviews			
Strategy 1: DAEP will follow the district curriculum and literacy expectations to ensure student success.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Tutoring support will be provided for students to access rigorous courses, credit recovery, and/or STAAR support. Strategy's Expected Result/Impact: Increase in STAAR results and academic passing rates. Staff Responsible for Monitoring: Administrators and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: 6th grade math "Meets" percentages will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.





Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2022 Results

Strategy 1 Details	Reviews			
Strategy 1: DAEP will follow the district curriculum, scope and sequence, and Number Talks to ensure student growth.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Tutoring support will be provided for students to access rigorous courses, credit recovery, and/or STAAR support. Strategy's Expected Result/Impact: Increase in STAAR results and academic passing rates. Staff Responsible for Monitoring: Administrators and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 8: 8th grade reading "Meets" percentages will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.





Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2022 Results

Strategy 1 Details	Reviews			
Strategy 1: DAEP will follow the district curriculum and literacy expectations to ensure student success.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Tutoring support will be provided for students to access rigorous courses, credit recovery, and/or STAAR support. Strategy's Expected Result/Impact: Increase in STAAR results and academic passing rates. Staff Responsible for Monitoring: Administrators and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 9: 8th grade math "Meets" percentages will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.





Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2022 Results

Strategy 1 Details	Reviews			
Strategy 1: DAEP will follow the district curriculum, scope and sequence, and Number Talks to ensure student growth.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Tutoring support will be provided for students to access rigorous courses, credit recovery, and/or STAAR support. Strategy's Expected Result/Impact: Increase in STAAR results and academic passing rates. Staff Responsible for Monitoring: Administrators and Teachers	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 10: 8th grade science "Meets" percentages will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.





Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2022 Results

Strategy 1 Details	Reviews			
Strategy 1: DAEP will follow the district curriculum and scope and sequence to ensure student growth.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Tutoring support will be provided for students to access rigorous courses, credit recovery, and/or STAAR support. Strategy's Expected Result/Impact: Increase in STAAR results and academic passing rates. Staff Responsible for Monitoring: Administrators and Teachers	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 11: The percentage of students scoring "Meets" on the 1st administration of the Algebra 1 EOC will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.





Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2022 Results

Strategy 1 Details	Reviews			
<p>Strategy 1: AEC will implement the instructional frameworks for ELAR and Math that will be tightly implemented Pre-K-12 and implement district approved curriculum resources that meet the learning needs, interests, aspirations and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS.</p> <p>Strategy's Expected Result/Impact: Increase student growth by 5% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math.</p> <p>Staff Responsible for Monitoring: Administrators, Campus Coach , and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Tutoring support will be provided for students to access rigorous courses, credit recovery, and/or STAAR support.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR results and academic passing rates.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 12: The percentage of students scoring "Meets" on the 1st administration of the English 1 EOC will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.





Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2022 Results

Strategy 1 Details	Reviews			
<p>Strategy 1: AEC will implement the instructional frameworks for ELAR and Math that will be tightly implemented Pre-K-12 and implement district approved curriculum resources that meet the learning needs, interests, aspirations and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS.</p> <p>Strategy's Expected Result/Impact: Increase student growth by 5% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math.</p> <p>Staff Responsible for Monitoring: Administrators, Campus Coach , and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Tutoring support will be provided for students to access rigorous courses, credit recovery, and/or STAAR support.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR results and academic passing rates.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 13: ECISD will create systems that support all graduating seniors to and through college, career and military decisions.





Evaluation Data Sources: National Student Clearinghouse Postsecondary enrollment, completion
State accountability CCMR data reports (TEA trackers and verifiers)

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehensive plan to assist students in identifying and enrolling in a CCMR pathway beginning their junior year of high school through college graduation, career onboarding, or military commitment. Strategy's Expected Result/Impact: Percentage of students enrolling in Post-Secondary programs will increase by 10% .	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Build a community of support made of internal and external stakeholders to assist students to and through their chosen post secondary pathway. Strategy's Expected Result/Impact: Post secondary enrollment Indicator Of Success will increase to 53%.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Junior and Senior students will be surveyed yearly to assess post-secondary College, Career and Military plans. All students will be given the opportunity to take the ASVAB at least once between grades 10-12. CCMR data will be provided by Information Systems twice a year. Strategy's Expected Result/Impact: All Junior and Senior students will complete surveys in Naviance, and students will be given the opportunity to take the ASVAB.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Middle school through high school students, parents, counselors and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid, TEXAS grant, and TEACH for TEXAS grant to guide their decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, TASFA, and scholarship information. Strategy's Expected Result/Impact: Verification of completion will be required and submitted to Guidance and Counseling Department. Increase FAFSA and TASFA completion rates by 35%.	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 14: The Community Outreach Center (COC) McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% at each quarter. Enrollment will be for McKinney Vento Homeless and English Learning students who have dropped out or were about to drop out. 70% of the students enrolled in the COC Grad Lab Drop Out Recovery Program will continue to be enrolled and matriculating towards graduation. Supplemental tutoring will be provided in order to ensure academic progression in earning credits and EOC passing.

Evaluation Data Sources: Attendance data, drop out data and credit recovery

Strategy 1 Details	Reviews			
<p>Strategy 1: DAEP will collaborate with COC on students who may qualify to receive accelerated instruction towards graduation. Provide a drop out recovery program that allows for flexible scheduling, a smaller learning environment and additional tutoring to help Title 1 Pt. A (McKinney Vento Homeless) and English Learners who have dropped out previously.</p> <p>Strategy's Expected Result/Impact: Title 1 Pt. A (McKinney Vento Homeless) and English Learner graduation rate will increase to 80%.</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Addendums