

**Everman Independent School District**  
**District Improvement Plan**  
**2023-2024 Goals/Performance Objectives/Strategies**  
**and**  
**Comprehensive Needs Assessment**

# Table of Contents

- Comprehensive Needs Assessment 3
  - Needs Assessment Overview 3
  - Demographics 4
  - Student Learning 7
  - District Processes & Programs 10
  - Perceptions 12

# Comprehensive Needs Assessment

Revised/Approved: May 24, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

Everman ISD conducted a Comprehensive Needs Assessment for the 2023-2024 school year in May of 2023, which was attended by our District Superintendent, central office personnel, teachers, community and business representatives.

The committee reviewed and discussed relevant data from the following categories, and created a prioritized list of needs.

1. Student Wellness, SEL, and Mental Health
2. Student Achievement & Demographics
3. Curriculum, Instruction and Assessment
4. School Safety, Culture, and Climate
5. Parent, Family and Community Engagement
6. Staff Effectiveness, Recruitment & Retention
7. Technology
8. Leadership: System and Processes

The activities and strategies contained the in the actual District Improvement Plan that follows provides the strategies and activities that will address our identified needs and will be reviewed periodically to assess and measure implementation.

For the 2023-2024 school year, Everman ISD, with its emphasis and focus on continuous improvement in all areas of services, is well poised to provide the support our students, teachers and parents need in order to reach our high academic and student social/emotional goals. Following are the programs and initiatives which address our needs and priorities.

### Academics

Our Curriculum and Instruction Department, staffed with educators with experience in their content field provide curriculum documents and templates for teachers to deliver TEKS-based lessons that are challenging, engaging and aligned with state standards.

- Instructional Coaches on all elementary campuses to assist teachers in lesson delivery and formative assessment practices.
- Math and Reading Instructional Specialists to assist teachers and students on all grades levels.
- Research-based reading curriculum aligned to state standards.
- An emphasis on early learning practices focusing on phoenix-based reading skills.
- Daily PLC's for teachers to meet and discuss lesson delivery and student data.

## **Social-Emotional Services and Education: Implementation of MTSS (Multi-Tiered Systems of Support)**

A proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective.

## **Communities in Schools Services on Every Campus**

Communities In Schools works by bringing community resources directly into schools through placing a trained Social Worker on every campus, whose sole focus is helping connect students with additional supports to help them learn, advance in grade level and graduate.

## **School Safety, Culture and Climate**

For EISD Safety is our number one priority, and is addressed in a number of ways:

- An emergency response coordinator and district and campus safety teams
- Security Screening System on all campuses for visitor screenings and volunteer background checks
- Protective safety glass on all campuses.
- Safety Resource Officers
- Systematic safety audits and drills
- Safety cameras
- An emergency response coordinator and district and campus safety teams

## **Culture and Climate**

Implementation of Bulldogs Mindset, a list of positive character-building traits that will be taught and reinforced on all campuses:

Bulldogs Mindset:

**I am an Everman Bulldog! There is not limit to what I can achieve!**

**I am Brave, I am Unique, I am a Leader, I am Legendary, I am Dynamic, I am Optimistic, I am Goal-Oriented, I am Successful, Each day is what I make it!**

# Demographics

## Demographics Summary

Everman ISD is located in the rapidly growing Dallas/Fort Worth corridor. EISD serves the city of Everman, and portions of south Fort Worth, Forest Hill, and Burleson.

### Everman ISD provides instructional programs for 3-year olds through 12th grade:

Dan Powell Early Learning Academy - Pre-K-K

Bishop Elementary - 1st-5th

E.Ray Elementary - 1st-5th

Souder Elementary - 1st-5th

Hommel Elementary - 1st-5th

Townley Elementary - 1st-5th

Baxter Junior High - 6th-8th

Johnson STEM Academy 6th-8th

JC Bean High School 9th-12th

Everman Academy High School

Below is a demographic summary of Everman ISD (2022-2023).

Everman ISD Demographics	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	Number	%	Number	%	Number	%	Number	%	Number	%
<b>Total Students</b>	6,174	100%	6575	100%	+263	100%	5464	100%	5354	100%
<b>Female</b>	3012	48.79%	3119	51%	3004	49%	2642	48.4%	2589	48.4%
<b>Male</b>	3162	51.21%	3376	49%	3148	51%	2822	51.7%	2765	51.6%

Everman ISD Demographics											
<b>Race</b>											
Hispanic/Latino	3516	56.95%	3720	57%		3530	57%	3240	59.30%	3214	60.03%
American Indian - Alaska Native	8	0.13%	7	0%		6	0%	9	0.16%	7	0.13%
Asian	37	0.60%	37	0.1%		41	1%	33	0.60%	48	0.90%
Black - African American	2265	36.69%	2399	36%		2184	36%	1860	34.04%	1806	33.73%
Native Hawaiian/Pacific Islander	11	0.18%	11	0.17%		4	0%	4	4.00%	3	0.06%
White	205	3.32%	237	4%		318	4%	178	3.26%	154	2.88%
Two-or-More Races	132	2.14%	164	2%		169	3%	140	2.56%	122	2.28%
<b>Student by Program</b>											
Emergent Bilingual	1782	28.86%	1923	29%		1870	30%	1838	33.64%	1954	36.50%
Career and Tech. Education (CTE)	1501	24.31%	2192	33%		0	0.00%	0	0.00%	0	0.00%
Gifted and Talented	253	4.10%	228	4%		214	3.48%	188	3.44%	208	3.88%
Special Education	542	8.78%	734	11%		723	12%	606	11.09%	668	12.48%
Pregnancy Related Services	0	0.00%	2	0.03%		6	0.1%	0	0.00%	0	0.00%
Dyslexia Services	177	2.87%	206	3%		258	4%	225	4.12%	239	4.46%
<b>Economic Disadvantage Total</b>											
	5639	91.33%	6121	93%		5849	95.07%	5092	93.19%	4971	92.85%
<b>Homeless Total</b>											
	188	3.04%	220	3%		147	2%	64	1.17%	73	1.36%
<b>Special Services</b>											
Speech Therapy	91	16.79%	342	6%		360	6%	133	21.95%	129	19.31%
Homebound	2	0.37%	5	0.08%		3	0.05%	2	0.33%	2	0.30%
Resource Room	202	37.27%	386	6%		335	5.45%	197	32.51%	198	29.64%

<b>Everman ISD Demographics</b>											
Vocational Adjustment Class/ Program	9	1.66%	33	0.5%		11	0.18%	4	0.66%	0	0.00%
Self-Contained	131	24.17%	209	3%		172	3%	106	17.49%	104	15.87%
Full-time Early Childhood	1	0.18%	15	0.23%		20	0.33%	14	2.31%	21	3.14%
Mainstream	97	17.90%	165	3%		154	2.50%	166	27.39%	224	33.53%
<b>Other Student Information</b>											
Migrant	8	0.13%	9	0.14%		12	0.2%	13	0.24%	87	1.62%
Military Connected	10	16.00%	28	0.43%		63	1.0%	50	0.92%	38	0.71%
Foster Care	11	0.18%	23	0.35%		33	0.5%	21	0.38%	7	0.13%
Section 504	367	5.94%	445	7%		445	7.2%	379	6.94%	375	7.00%

\*Data Source: OnData Suite

### Demographics Strengths

Everman ISD is a diverse district, and offers a variety of programs and services to meet the needs of our diverse learners.

- Diverse educational staff.
- Although approximately 81.19% of our students are coded "at-risk", 97% of EISD seniors graduated. (State average is 92%).

# Student Learning

## Student Learning Summary

Everman ISD earned an accountability rating of B in the 2018-2019 school year. Because of the coronavirus pandemic, the state waived awarding accountability ratings for the subsequent school years.

Following is a summary of STAAR and EOC results for the 2021-2022 school year.

### Change Over Time

Academic Year	Overall Rating	Score
<a href="#">2021-22</a>	B	87
<a href="#">2020-21</a>	Not Rated*	N/A
<a href="#">2019-20</a>	Not Rated*	N/A
<a href="#">2018-19</a>	B	80
<a href="#">2017-18</a>	C	72

\* Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2019-20 and 2020-21 accountability ratings.

This shows how overall performance at the district has changed over time.

## Student Outcome Goals

The Everman ISD School Board has adopted the Lone Star Governance (LSG) Texas Education Agency initiative. LSG is a continuous improvement governance model for school boards that provides intensive training and support to focus on improving student outcomes by working collaboratively with the superintendent to create student outcome goals, progress measures for each goal, and constraints.

Student Outcome Goals Progress Monitoring Measures and yearly target goals can be found in the Addendum section of this document.

**22-23 STAAR and EOC scores ... (subject to change once TEA scores are available)**

3rd Grade Math			3rd Grade RLA			4th Grade Math			4th Grade RLA								
	2022	2023		2022	2023		2022	2023		2022	2023						
Approaches	66	68	Approaches	69	68	Approaches	67	64	Approaches	69	72						
Meets	35	30	Meets	37	37	Meets	37	39	Meets	42	35						
Masters	12	11	Masters	25	11	Masters	19	16	Masters	20	13						
5th Grade Math			5th Grade RLA			5th Grade Science			6th Grade Math			6th Grade RLA					
	2022	2023		2022	2023		2022	2023		2022	2023		2022	2023			
Approaches	68	75	Approaches	76	73	Approaches	55	55	Approaches	58	55	Approaches	52	59			
Meets	33	38	Meets	44	43	Meets	25	26	Meets	17	17	Meets	24	28			
Masters	15	11	Masters	12	18	Masters	12	10	Masters	5	4	Masters	12	6			
7th Grade Math			7th Grade RLA			8th Grade Math			8th Grade RLA			8th Grade Science			8th Grade Social Studies		
	2022	2023		2022	2023		2022	2023		2022	2023		2022	2023		2022	2023
Approaches	56	42	Approaches	71	56	Approaches	53	43	Approaches	77	67	Approaches	67	65	Approaches	49	40
Meets	19	15	Meets	44	26	Meets	21	7	Meets	47	34	Meets	41	37	Meets	22	15
Masters	6	1	Masters	24	9	Masters	3	0	Masters	30	9	Masters	20	12	Masters	11	6
Algebra I EOC			English I EOC			English II EOC			Biology EOC			U.S. History EOC					
	2022	2023		2022	2023		2022	2023		2022	2023		2022	2023			
Approaches	64	74	Approaches	54	55	Approaches	58	60	Approaches	81	79	Approaches	82	90			
Meets	38	31	Meets	39	36	Meets	41	39	Meets	45	35	Meets	57	59			
Masters	23	12	Masters	9	5	Masters	8	2	Masters	15	8	Masters	12	26			

**Student Learning Strengths**

**Academics**

Our curriculum and Instruction Department, staffed with educators with experience in their content area provide curriculum documents and templates for teachers to deliver TEKS-based lessons that are challenging, engaging and aligned with state standards, providing teachers to provide a consistent delivery of instruction positively impacting students learning and growth.

**Implementation MTSS (Multi-Tiered Systems of Support) in the 23-24 school year.**

A proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective.

# District Processes & Programs

## District Processes & Programs Summary

### Instructional and Curricular

Everman ISD's Curriculum and Instruction Department support campuses by ensuring that district curriculum and assessment is aligned with the TEKS.

Everman ISD offers a variety of programs for to meet the needs of all students. These include, but are not limited to:

- Gifted and Talented Education
- Response to Intervention (RTI)
- Special Education Services
- Career and Technical Education
- Early College High School
- Everman Academy (Alternative High School Campus)
- Supplemental instruction during the school-day.
- Extended school day and summer instruction.

### Personnel (recruiting/supporting/retaining)

- Everman ISD has a diverse teaching staff; the average teaching experience of our educators is 9 years. Approximately 21% of our teachers have a master's degree and 5% have earned doctorates.
- Everman offers an in-house professional development program for teachers that is aligned with the district curriculum and and and state learning targets.
- In the 2022-2023 school year the average teacher salary for 1st-year teachers in EISD is \$61,500, while the state average base salary is \$42,349.

### School Safety, Culture and Climate

For EISD Safety is our number one priority, and is addressed in a number of ways:

- An emergency response coordinator and district and campus safety teams
- Security Screening System on all campuses for visitor screenings and volunteer background checks
- Protective safety glass on all campuses.
- Safety Resource Officers
- Systematic safety audits and drills
- Safety cameras
- An emergency response coordinator and district and campus safety teams

### Technology

Everman ISD implemented unified web security platforms  
Developed an accountability contingency plan  
Campuses have digital access to published materials

### **District Processes & Programs Strengths**

**Student and Staff Safety:** A safe and secure environment for the students, faculty, staff and visitors on our campuses is our highest priority. The district has a comprehensive emergency operations plan that addresses emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

The plan is updated annually, reviewed by staff as well as emergency response personnel, and shared with campus and department staff, and with other individuals who may have a role in the event of an emergency. The plan prepares our staff and students for action and establishes teams, chains of command, and specific steps to take in an emergency situation. We are ready to provide for the safety and security of your children and others if the need ever arises.

As part of the plan, each campus practices fire, evacuation, reverse evacuation, exterior lockdown, full lockdown, safe shelter and bad weather drills throughout the year. This allows our district administrators to be sure that faculty/staff and students know the correct procedures in the event of an emergency.

Additionally, at Everman ISD, we are in partnership with local law enforcement agencies who provide school resource officers for our campuses.

### **Programs to Ensure School Safety**

As a district, we have several programs in place to ensure schools are safe, including:

- An emergency response coordinator and district and campus safety teams
- Cameras
- ID badges for employees as well as contracted service providers (cafeteria, bus, etc.), students and visitors while on district property
- Visitor check-in software
- Emergency operations plans
- School resource officers
- Security monitors
- Safety drills

# Perceptions

## Perceptions Summary

### Perceptions Strengths

EISD Staff, Parents and Students participated in surveys created by the Region 11 Service Center. Below are the areas surveyed and the percentage of responses in the "Satisfied" or "Very Satisfied" category.

District Leadership and Support = 65%

District Budget and Finance = 50%

District Communication = 84%

Campus Support Services = 79%

Campus Climate = 67%

Campus Communication = 80%

Safe and Structured Environment = 75%

Classroom Instruction = 77%

Student Support Services = 76%

Family Engagement = 73%

All communication is distributed in Spanish and English through a variety of methods (Blackboard, Remind, social media, Peachjar, Smore)

There is a variety of parent engagement activities and volunteer opportunities available throughout the school year.



# Table of Contents

Goals	3
Goal 1: To achieve excellence for all students as evidenced by high academic achievement on a variety of performance standards.	3
Goal 2: To build strong relationships with our clients...students, parents, community and business partners.	12
Goal 3: To maintain a safe and secure environment for all students and staff.	21
Goal 4: To continually focus on the improvement of student attendance and the decline of the dropout rate.	26
Goal 5: To maintain facilities in a quality, cost-effective manner.	30
Goal 6: To recruit and retain outstanding faculty, staff and administrators.	32

# Goals

**Goal 1:** To achieve excellence for all students as evidenced by high academic achievement on a variety of performance standards.





**Performance Objective 1:** Provide targeted instructional support and interventions to students to close achievement gaps, and incrementally increase the percentage of students meeting or exceeding state proficiency standards.

**HB3 Goal**

**Evaluation Data Sources:** Incremental increase to reach 90% passing rates on all state assessments by all student groups.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize SIS staff to administer a multi-tiered system of supports (MTSS) in order to provide a proactive and preventative framework that integrates data and instruction to maximize student achievement, and support students social, emotional, and behavior needs from a strengths-based perspective.</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses are equitably staffed with SIS personnel, and there is increased academic achievement as measured by growth in at-risk student scores on local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Campus Principals</p> <p><b>- Results Driven Accountability - Equity Plan</b></p> <p><b>Funding Sources:</b> - SCE, - Title I-A, - Title III, - IDEA</p>	Formative			Summative
	Sept	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide supplemental support through an At-Risk Intervention Specialist to campus administrators, counselors and MTSS teams to address the needs of at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> MTSS, 504, and other services for at-risk students are implemented efficiently and consistently throughout the district, increased scores on local and state assessments for at-risk students, reduction of students coded "at-risk" decreases.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Campus Principals</p> <p><b>Funding Sources:</b> - SCE, - Title I-A, - Title IV-SSAEP, - Local</p>	Formative			Summative
	Sept	Jan	May	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue consistent implementation of frequent PLC's across all campuses, focusing on student data analysis to provide research-based interventions to at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent scheduled PLC meetings on all campuses focused on data analysis and instructional strategies will increase academic achievement as measured by local and state assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Principals, Campus Instructional Coaches</p> <p><b>Funding Sources:</b> - Local, - Title I-A, - Title II-A, - SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide extended day/extended year tutorials and programs for at-risk students including high-quality instructional materials that align with the district's instructional goals and success criteria.</p> <p><b>Strategy's Expected Result/Impact:</b> All campuses have an extended day tutorial program in place, students participating in extended day tutorials show growth throughout the year on district and state assessments. Summer school programs are provided for extended year tutorials to close learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Principals</p> <p>- Results Driven Accountability</p> <p><b>Funding Sources:</b> - Title I-A, - SCE, - Title III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Two District-based Secondary English Learner Specialists, who report to the Coordinator of Bilingual Education, coach and support teachers in bilingual and ESL classrooms in creating and delivering research-based instruction and interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> EL Specialists provide support services to all campuses, EL Teachers utilize research-based instructional strategies with EL students which results in academic growth as measured by district and state assessments, including TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction</p> <p><b>Funding Sources:</b> - Local, - Title III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide a uniform daily intervention block for students to address their learning needs and to facilitate daily PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Achievement for all student groups will increase due to participation in consistent and leveled intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Campus Principals</p> <p><b>Funding Sources:</b> - Local, - Title I-A</p>	Formative			Summative
	Sept	Jan	May	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide supplemental instructional materials and supplies to all student groups in English and Spanish as necessary to support the "Erasing the Gap" initiative and close the learning gaps for all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Scores on local and state assessments increase to track with Superintendent and Student Outcome Goals.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Campus Principals</p> <p><b>Funding Sources:</b> - Title I-A, - Title III</p>	Formative			Summative
	Sept	Jan	May	June
<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 1:** To achieve excellence for all students as evidenced by high academic achievement on a variety of performance standards.

**Performance Objective 2:** Implement a formative and summative assessment program that facilitates diagnosis of academic needs and prescription of appropriate academic interventions.

**HB3 Goal**

**Evaluation Data Sources:** Incremental increase to reach 90% passing rates on all state and post-secondary assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue providing training on STAAR and EOC assessments, and readiness and supporting standards.  <b>Strategy's Expected Result/Impact:</b> Training occurs district wide. Students show growth on local benchmarks and state assessments. Scores on assessments increase to track with Superintendent and Student Outcome Goals.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Principals, Director of Assessment &amp; At-Risk   <b>Funding Sources:</b> - Local, - Title I-A, - Title II-A, - Title III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide AP and Pre-AP, ACT, PSAT, SAT and TSI training and materials.  <b>Strategy's Expected Result/Impact:</b> Training materials equip students to meet state testing standards on advance placement and college readiness assessments.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Director of Assessment &amp; At-Risk   <b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for High school students to take the PSAT/NMSQT in 10th grade, the SAT in 11th grade, and the ACT test in 12th grade during the school day at no cost to students.  <b>Strategy's Expected Result/Impact:</b> Increased number of students qualify for post secondary educational options.   <b>Staff Responsible for Monitoring:</b> Director of Assessment &amp; At-Risk, Jr. High and High School Principals   <b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Monitor and update campus assessment kits used to determine special education eligibility.  <b>Strategy's Expected Result/Impact:</b> Students are tested in required time frame and receive appropriate services.  <b>Staff Responsible for Monitoring:</b> Director of Special Education, Diagnosticians</p> <p><b>Funding Sources:</b> - Local: SpEd, - IDEA</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide interest inventories and college-career guidance to students in an integrated graduation planning process.  <b>Strategy's Expected Result/Impact:</b> Implementation includes signed programs of study (graduation plans) for all HS students.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Principals, Secondary Counselors</p> <p><b>Funding Sources:</b> - Local, - Title I-A, - Title IV-SSAEP</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> All campuses will implement SchoolCity, a web-based program to create and administer formative, interim, &amp; diagnostic assessments.  <b>Strategy's Expected Result/Impact:</b> Increased scores on formative, summative, and State assessments.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction</p> <p><b>Funding Sources:</b> - Title I-A, - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
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**Goal 1:** To achieve excellence for all students as evidenced by high academic achievement on a variety of performance standards.





**Performance Objective 3:** Create a clearly articulated curriculum that is aligned with TEKS, Career and Technology Education (CTE), and College, Career, and Military Readiness (CCMR).

**Evaluation Data Sources:** Incremental increase to reach 90% passing rates on all State assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide research-based supplemental instructional materials and trainings to effectively support Math, ELAR, and Science curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom observations show supplemental materials being utilized, scores on local and state assessments increase to track with Superintendent and Student Outcome Goals.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Principals, Instructional Coaches</p> <p><b>Funding Sources:</b> - SCE, - Title I-A, - Title III, - IDEA, - State Grants, - Title IV-SSAEP</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide instructional curricular resources to support dyslexic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Dyslexia students have curriculum resources to specifically meet their academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, 504 Coordinator</p> <p><b>Funding Sources:</b> - Local, - SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Identify and serve migrant students through Region 11 shared services agreement.</p> <p><b>Strategy's Expected Result/Impact:</b> Migrant students are identified and served through a shared services agreement with Region 11.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Coordinator</p> <p><b>Funding Sources:</b> - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide instructional and behavioral services to students in DAEP and STARS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students served in DAEP and STARS receive instructional and behavioral support to meet their needs and be academically and socially successful.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education, Principals</p> <p><b>Funding Sources:</b> - Local, - SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide instructional and behavioral training to staff to understand needs of special education students. (ex. visual cues, check sheets, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional personnel are trained and able to differentiate instruction to meet the needs of Special Education students in all academic settings.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education, Principals</p> <p><b>Funding Sources:</b> - Local: SpEd, - IDEA</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide intervention support materials specifically for bilingual ESL and special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Materials purchased and utilized to support the needs of Bilingual, EL, and Special Education students, scores on local and state assessments increase to track with Superintendent and Student Outcome Goals.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Student Services &amp; Operations, Bilingual Coordinator, Director of Special Education</p> <p><b>Funding Sources:</b> - IDEA, - Title I-A, - Title III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Monitor and support EL graduation requirements (review PGPs, Newcomer plans).</p> <p><b>Strategy's Expected Result/Impact:</b> Graduation rates of EL students is commensurate to graduation rates of non-EL students.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Coordinator, High School Principals and Counselors.</p> <p><b>Funding Sources:</b> - Local, - Title III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>





Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide coherent sequences of CTE courses in multiple career clusters to support student's personal graduation plans.</p> <p><b>Strategy's Expected Result/Impact:</b> All secondary students have current graduation plans including CTE courses.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, High School Principal</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Support accelerated education programs (dual credit and Early College High School) opportunities through a Dual Credit Liaison position.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased advance course completion rate and improved post-secondary readiness data including advanced course completion rates.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, CTE Coordinator, Dual Credit Liaison</p> <p><b>Funding Sources:</b> - Title IV-SSAEP, - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Purchase Elevation and provide curriculum for EB students and students who are new to the country and acquiring English.</p> <p><b>Strategy's Expected Result/Impact:</b> Newcomer students show growth on TELPAS assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Coordinator, Secondary Principals</p> <p><b>Funding Sources:</b> - Title III, - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Purchase Amplify Reading Curriculum for K-8th Grade Students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' reading decoding and comprehension skills will increase as evidenced on local and state formative and summative assessment results.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Campus Principals, Instructional Coaches</p> <p><b>Funding Sources:</b> - SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Contract with TCU for a college coach to facilitate the college application and financial aid processes for students and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students apply and are accepted to college, as measured by the previous year's acceptance rate.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, High School Principal</p> <p><b>Funding Sources:</b> - Title IV-SSAEP</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Purchase materials and supplies, and provide Professional Development for educators participating in the Effective Advising Framework Grant.</p> <p><b>Strategy's Expected Result/Impact:</b> To develop and effective advising program so that all students will be empowered to make informed decisions regarding their postsecondary plan and will graduate prepared to enter college and career, including careers in the military.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Director of Innovations</p> <p><b>Funding Sources:</b> - Effective Advising Framework Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Use federal funds for educational field trips that supplement the TEKS by providing students with educational enrichment opportunities.</p> <p><b>Funding Sources:</b> - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
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**Goal 1:** To achieve excellence for all students as evidenced by high academic achievement on a variety of performance standards.

**Performance Objective 4:** Consistently implement instructional technology in classrooms to support student achievement.

**Evaluation Data Sources:** Incremental increase to reach 90% passing rates on all State assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development through the Technology and C&amp;I Departments so that technology is integrated in instructional and administrative programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Technology is routinely integrated in lesson design and observed during classroom walkthroughs and observations.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Director of Technology, Principals</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Replace/upgrade district technology infrastructure and campus technology devices.</p> <p><b>Strategy's Expected Result/Impact:</b> Keeping technology current allows for better delivery of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction</p> <p><b>Funding Sources:</b> - ESSER III, - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide technology equipment and programs to support teachers and students participating in EISD's Gifted and Talented program.</p> <p><b>Funding Sources:</b> - ESSER III, - Title I-A, - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
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**Goal 2:** To build strong relationships with our clients...students, parents, community and business partners.

**Performance Objective 1:** Develop and maintain open lines of communication using varied methods to reach all stakeholders.

**Evaluation Data Sources:** Usage reports for communication channels (PeachJar, Skyward, call-out system, etc.)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize multiple methods of communicating with parents and the community through: Twitter, Facebook, YouTube, Website, Mobile App, Peachjar, Smore newsletters, Remind app, Instagram, and magazine.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of parents/community members accessing communication channels, increasing stakeholder participation in district and campus events.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Communications and Marketing, Campus Principals</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Region 11 Survey Service for annual parent, teacher and students surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> Surveys provides feedback from district stakeholders which is used district and campus evaluation and planning.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Federal Programs</p> <p><b>Funding Sources:</b> - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> A Spanish interpreter will be present at district and campus meetings, and parent communication documents will be translated into Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement of English Learner families.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Communications and Marketing, Assistant Superintendent of Curriculum &amp; Instruction, Director of Special Education, Principals.</p> <p><b>Funding Sources:</b> - Title I-A, - IDEA</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize Skyward family access to student grade, progress reports, and report cards.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents have up-to-date access to student progress information.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Student Services &amp; Operations, Campus Principals</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campuses utilize call-out system twice monthly for parental involvement opportunities. Call outs are in in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Result/Impact: consistent communication to families increases parental involvement in district and campus activities.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Communications and Marketing, Principals</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Update district and school web sites monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> Websites are current and provide up-to-date information to stakeholders, increasing engagement in EISD events.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Communications and Marketing, Campus Principals</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> All written communication and/or documents will be translated into Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> EL student parents are able to understand campus and district written communication such as invitations to events and district documents.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Chief of Federal Programs, and Chief of Communications and Marketing</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>





Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Implement "Mindset Mondays" by sharing messages with staff, students and community via email and other communication platforms that reinforces EISD's theme of "All in for Student Success".</p> <p><b>Strategy's Expected Result/Impact:</b> Foster positive communication with all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Public Relations Department.</p> <p><b>Funding Sources:</b> - Local</p>	Formative			Summative
	Sept	Jan	May	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** To build strong relationships with our clients...students, parents, community and business partners.

**Performance Objective 2:** Offer training and learning opportunities to EISD families and community members.

**Evaluation Data Sources:** 25 training/learning opportunities per year in the district.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All campuses will host a minimum of six parental involvement activities annually that include learning opportunities for parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Meaningful parent and family engagement activities are held at every campus, which increases family engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Federal Programs, Campus Principals, Parent and Family Engagement Liaison</p> <p><b>Funding Sources:</b> - Title I-A, - Title III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide GED Program in English and Spanish to Everman ISD community members.</p> <p><b>Strategy's Expected Result/Impact:</b> EISD parents and Everman community members are able get their High School diplomas which encourages involvement with the district and their student's education.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Federal Programs, Family and Family Engagement Liaison</p> <p><b>Funding Sources:</b> Staff (Certified EISD Teachers) - Title I-A, - Title III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement Parent Academies for parents of EB students through federal grant.</p> <p><b>Strategy's Expected Result/Impact:</b> Serve 100 participants over 5 years, and use parent pre- and post assessment scores to determine successful implementation. Academies will focus on strategies that increase academic achievement and social/emotional wellness.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Federal Programs, Bilingual Coordinator</p> <p><b>Funding Sources:</b> - Discretionary Grant, - Title III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Hold monthly "Toddler Time" sessions in English and Spanish at Powell Early Learning Academy to prepare students for Pre-K.</p> <p><b>Strategy's Expected Result/Impact:</b> Pre-school age activities to increase family engagement and student interest to learning.</p> <p><b>Staff Responsible for Monitoring:</b> Parent and Family Engagement Liaison, Campus Principal</p> <p><b>Funding Sources:</b> - Title I-A, - Title III</p>	Formative			Summative
	Sept	Jan	May	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide district staff and parents with the opportunity to attend the statewide parental involvement conference.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide educators with tips and guidance on how to improve relationships with parents and families as well as training on statutes and regulations in ESSA. Provide parents and families with resources and strategies to improve parent and family engagement skills, and enhance their children's educational opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Federal Programs, Parent and Family Engagement Liaison</p> <p><b>Funding Sources:</b> - Title I-A</p>	Formative			Summative
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<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 2:** To build strong relationships with our clients...students, parents, community and business partners.

**Performance Objective 3:** Develop measures and accountability between parent, teachers, students and administration to ensure student success.

**Evaluation Data Sources:** At least one individual parent/school meeting per year for each EISD student.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide transition services for K-1st, 5th-6th, and 8th-9th grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are supported through school transitions to help them acclimate to new campuses, and support student achievement and social/emotional well-being.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Principals</p> <p><b>Funding Sources:</b> - Local, - ESSER III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All campuses have a parent/ teacher conference policy in place.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent teacher conference log.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Principals</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use PeachJar to communicate volunteer opportunities and district/school events to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Frequent parent and family communication results in increased participation and engagement in campus and district events.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Communications and Marketing, Principals</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
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**Goal 2:** To build strong relationships with our clients...students, parents, community and business partners.

**Performance Objective 4:** Develop programs and services to promote partnerships with parents, families, businesses, and the community that support student success and family engagement.

**Evaluation Data Sources:** Continually increase parental and community involvement and participation in events, surveys, district and campus level planning committees and meetings.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hold Back-to-School Bash in August to engage parents, students, community members and organizations in BOY district celebration and disseminate district information.</p> <p><b>Strategy's Expected Result/Impact:</b> Community members, families and students attend, receive school supplies and learn about community and health organizations.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Communications and Marketing, Campus principals and representatives.</p> <p><b>Funding Sources:</b> - Local, - Title I-A, - Title III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Seek parent and community participation in the district wide improvement committee (DWIC) and campus improvement committees (SBDM) to receive meaningful suggestions and feedback on school improvement initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent and community members in participation in district and campus planning.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Federal Programs, Campus Principals</p> <p><b>Funding Sources:</b> - Local, - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> EISD Education Foundation will hold quarterly meetings and two yearly fundraisers.</p> <p><b>Strategy's Expected Result/Impact:</b> EISD Education Foundation will provide scholarships for JCB High School Scholars.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Chief of Finance</p> <p><b>Funding Sources:</b> - Discretionary Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Recruit and retain business and industry partners for a variety of CTE functions (CTE advisory council, field trips, guest speakers and student internships, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of partnerships and council participation in EISD CTE program to support student success in post-secondary settings.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, CTE Coordinator</p> <p><b>Funding Sources:</b> - Local, - Title I-A, - Title IV-SSAEP</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Maintain School Health Advisory Council through monthly meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Council provides school staff and community members information about the value of creating healthy school environments for students.</p> <p><b>Staff Responsible for Monitoring:</b> Student Services Coordinator</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Contract with Region XI to create and administer Staff, Parent and Student surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> Analyze survey results to receive anonymous feedback from parents, staff and students in order to better serve our stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Federal Programs</p> <p><b>Funding Sources:</b> - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide refreshments for district parent and family engagement activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance and participation in parent and family engagement policies.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Federal Programs</p> <p><b>Funding Sources:</b> - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Continue the "Dads on Patrol" program on all campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement and supervision on campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Student Services &amp; Operations, Campus Principals</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Provide services/necessities to homeless student to support physical and emotional well-being and academic success</p> <p><b>Strategy's Expected Result/Impact:</b> Homeless students have physical and emotional needs met which supports academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Student Services &amp; Operations</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Purchase materials and supplies for parent and family engagement activities for newcomer families.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase parental involvement and provide an opportunity for newcomer families to learn about district and community resources.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Federal Programs, Parent and Family Engagement Liaison</p> <p><b>Funding Sources:</b> - Title I-A, - Title III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Hold a Reading Challenge Contest on every campus for students to read at home with their parents and family members.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent participation and reading levels for elementary students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Collaborate with Tarrant County Food Bank to host a monthly Food Bank/Pantry Express Program.</p> <p><b>Strategy's Expected Result/Impact:</b> EISD parents are able to receive nutritious produce and other food items to supplement well-balanced diets for their students.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Student Services &amp; Operations</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**Goal 3:** To maintain a safe and secure environment for all students and staff.

**Performance Objective 1:** Develop and implement strategies for all students and staff that positively impact the safe environment necessary for student learning.

**Evaluation Data Sources:** PEIMS Discipline Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train administrators and staff on Restorative Discipline Program and implement program on all campuses.  <b>Strategy's Expected Result/Impact:</b> Campus implementation results in decreased discipline referrals, reduced repeat offenses, and reduced number of suspended students during the 23-24 school year.  <b>Staff Responsible for Monitoring:</b> Chief of Students Services &amp; Operations, Principals</p> <p><b>Funding Sources:</b> - Title IV-SSAEP</p>	Formative			Summative
	Sept	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Behavior Interventionists assigned to all campuses, and Behavior Specialist assists BI's through observation feedback and providing behavior strategies to assist students.  <b>Strategy's Expected Result/Impact:</b> Decreased discipline referrals.  <b>Staff Responsible for Monitoring:</b> Chief of Student Services &amp; Operations</p> <p><b>Funding Sources:</b> - Local: SpEd, - SCE</p>	Formative			Summative
	Sept	Jan	May	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide training on Bulldogs Take a Stand, the district's anti-bullying program.  <b>Strategy's Expected Result/Impact:</b> Teachers and students are trained on bullying prevention and reporting.  <b>Staff Responsible for Monitoring:</b> Assistant Principals, Counselors</p> <p><b>Funding Sources:</b> - Local</p>	Formative			Summative
	Sept	Jan	May	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Transportation personnel receive training on discipline and safety procedures.  <b>Strategy's Expected Result/Impact:</b> Bus drivers are trained and able to implement safety and discipline procedures on busses.  <b>Staff Responsible for Monitoring:</b> Chief of Students Services &amp; Operations, Director of Transportation</p> <p><b>Funding Sources:</b> - Local</p>	Formative			Summative
	Sept	Jan	May	June





Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Utilize ESC11 safety/compliance training for all district employees</p> <p><b>Strategy's Expected Result/Impact:</b> EISD Staff completes 12 modules of training on topics impacting student and staff safety.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Students Services &amp; Operations</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Purchase internet filter to screen student communication utilized through district software to prevent incidences of bullying, self-harm, inappropriate content, or violence.</p> <p><b>Strategy's Expected Result/Impact:</b> Prevention of potentially dangerous situations involving EISD students, reduced discipline referrals as measured from previous school year data reported in PEIMS.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Students Services &amp; Operations, Student Services Coordinator</p> <p><b>Funding Sources:</b> - Title IV-SSAEP</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Purchase Aperture DESSA assessment system to assess students' social-emotional skills and provide interventions as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> All students assessed and receive interventions throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Students Services &amp; Operations, Counselors</p> <p><b>Funding Sources:</b> - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Contract with an organization that provides counseling services for students and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic achievement increases for students receiving counseling and social emotional support and absenteeism decreases for students and teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Students Services &amp; Operations</p> <p><b>Funding Sources:</b> - ESSER III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Purchase protective window film for all campuses. <b>Strategy's Expected Result/Impact:</b> Increase safety measures <b>Staff Responsible for Monitoring:</b> Chief of Students Services & Operations, Campus Principals  <b>Funding Sources:</b> - State Grants - \$120,000	Formative			Summative
	Sept	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** To maintain a safe and secure environment for all students and staff.

**Performance Objective 2:** Provide multiple opportunities for students to learn and practice characteristics of productive, community-minded citizens.





**Evaluation Data Sources:** PEIMS Discipline Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue character education program and Positive Behavior Intervention Support program.  <b>Strategy's Expected Result/Impact:</b> Students learn about positive character traits, recognition for students who serve as role models for other students, discipline referrals decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Student Services, Principals</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue social skills program for special education students.  <b>Strategy's Expected Result/Impact:</b> Special Education discipline referrals decrease.  <b>Staff Responsible for Monitoring:</b> Executive Director of Special Education</p> <p><b>Funding Sources:</b> - Local: SpEd</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement "Mindset Mondays", by sharing positive messages with staff, students and community via all communications platforms, and promote and teach "Bulldogs Mindset" a list of eight positive characteristics as part of EISD's character education program.  <b>Strategy's Expected Result/Impact:</b> Reduction in discipline incidences and referrals.  <b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals.</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
	N/A			
<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:** To maintain a safe and secure environment for all students and staff.

**Performance Objective 3:** To provide and implement students/staff/community development programs to educate all stakeholders regarding the issues of substance abuse, suicide, child abuse, and violence prevention.

**Evaluation Data Sources:** All schools will report 100% compliance with these educational programs.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct annual trainings regarding the issues of substance abuse, suicide/mental health, child abuse, human trafficking, bullying prevention and other positive behavior interventions and support, including interventions and support that integrate best practices on grief and trauma-informed care.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting SAMs</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Student Services &amp; Operations, Principals</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hold monthly SHAC meetings, which are open to the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of implementation are meeting SAM's.</p> <p><b>Staff Responsible for Monitoring:</b> Student Services Coordinator</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Under the requirements of Senate Bill 107, 84th legislature, TEC 37.0012, each campus will have a staff person designated as the Campus Behavior Coordinator. The person designated may be the principal of the campus or any other campus administrator selected by the principal.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline issues are handled quickly and fairly; the number of discipline issues decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
	N/A			
<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 4:** To continually focus on the improvement of student attendance and the decline of the dropout rate.

**Performance Objective 1:** To achieve a dropout rate of less than 1% for all populations.

**Evaluation Data Sources:** Attain a 1% or less dropout rate on TAPR report for all populations.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Offer credit recovery courses to high school students.  <b>Strategy's Expected Result/Impact:</b> Four-year completion rate of 89%.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, HS Principals</p> <p><b>Funding Sources:</b> - Local, - SCE</p>	Formative			Summative
	Sept	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide drop-out recovery monitoring and programs to recover drop-outs.  <b>Strategy's Expected Result/Impact:</b> Four-year completion rate of 90%.  <b>Staff Responsible for Monitoring:</b> Chief of Student Services &amp; Operations, Student Services Coordinator, HS Principals</p> <p><b>Funding Sources:</b> - Local, - SCE</p>	Formative			Summative
	Sept	Jan	May	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide SIS instruction to at-risk students .  <b>Strategy's Expected Result/Impact:</b> At-risk students show growth throughout the school year on district and state assessments.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction</p> <p><b>Funding Sources:</b> - SCE, - Title I-A, - Title II-A, - Title III, - IDEA, - State Grants</p>	Formative			Summative
	Sept	Jan	May	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide Community in Schools services to all schools.  <b>Strategy's Expected Result/Impact:</b> Increased attendance and decreased behavior referrals.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Principals</p> <p><b>Funding Sources:</b> - SCE, - ESSER III</p>	Formative			Summative
	Sept	Jan	May	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide homebound and pregnancy-related services to students in order to provide continuity of educational services between the classroom and home/hospital setting for student whose medical needs prevent attendance on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide students with needed services to prevent students from dropping out of school or falling behind in their studies.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Student Services &amp; Operations</p> <p><b>Equity Plan</b></p> <p><b>Funding Sources:</b> - Local</p>	Formative			Summative
	Sept	Jan	May	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** To continually focus on the improvement of student attendance and the decline of the dropout rate.

**Performance Objective 2:** To maintain 96% or higher attendance rate in all student populations.





**Evaluation Data Sources:** Attain a 96% or higher attendance rate on TAPR report for all student populations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue a comprehensive attendance and truancy plan that ensures uniform district-wide procedures.  <b>Strategy's Expected Result/Impact:</b> 96% average daily attendance on all campuses.  <b>Staff Responsible for Monitoring:</b> Chief of Student Services &amp; Operations, Student Services Coordinator, Principals  <b>Funding Sources:</b> - Local, - SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus Attendance Committees will meet regularly to review attendance rate.  <b>Strategy's Expected Result/Impact:</b> 96% average daily attendance on all campuses.  <b>Staff Responsible for Monitoring:</b> Chief of Student Services &amp; Operations, Student Services Coordinator, Principals  <b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<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 4:** To continually focus on the improvement of student attendance and the decline of the dropout rate.

**Performance Objective 3:** To increase communication among district stakeholders in identifying and aiding at-risk students.

**Evaluation Data Sources:** Attain a 1% or less dropout rate on TAPR report for all populations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide supplemental support through an At-Risk Intervention Specialist to campus administrators, counselors and RTI teams to address the needs of at-risk students and close achievement gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Result/Impact: RTI, 504 and services for at-risk students are implemented efficiently and consistently throughout the district, increased scores on local and state assessments for at-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Campus Principals</p> <p><b>Funding Sources:</b> - Title IV-SSAEP</p>	Formative			Summative
	Sept	Jan	May	June
<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 5:** To maintain facilities in a quality, cost-effective manner.

**Performance Objective 1:** Utilize district resources efficiently and equitably.


**Evaluation Data Sources:** Maintain a TEA superior FIRST (Financial Integrity Rating System of Texas) rating.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize campus allocation plan to equitably and economically staff campuses.  <b>Strategy's Expected Result/Impact:</b> Campuses are equitably staffed with highly qualified educators.   <b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent of Curriculum &amp; Instruction, Chief of Human Resources   <b>Funding Sources:</b> - Local</p>	Formative			Summative
	Sept	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purchase software to manage federal funds and federal programs documentation.  <b>Strategy's Expected Result/Impact:</b> Comply with budgetary and documentation requirements.  <b>Staff Responsible for Monitoring:</b> Chief of Federal Programs   <b>Funding Sources:</b> - Discretionary Grant</p>	Formative			Summative
	Sept	Jan	May	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue implementation of managed printing for all school sites.  <b>Strategy's Expected Result/Impact:</b> Economical printing and increase use of technology applications.  <b>Staff Responsible for Monitoring:</b> Director of Technology   <b>Funding Sources:</b> - Local</p>	Formative			Summative
	Sept	Jan	May	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Federal funds, Title I, II, III, IV and ESSER Funds I, II, III are jointly managed by the Finance and Federal Programs Departments.  <b>Strategy's Expected Result/Impact:</b> Ensure compliance with all federal and state regulations and laws.</p>	Formative			Summative
	Sept	Jan	May	June

**Staff Responsible for Monitoring:** Chief of Finance, Chief of Federal Programs, Superintendent.

**Funding Sources:** - Title I-A, - Title II-A, - Title III, - ESSER I, - ESSER II, - ESSER III

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 6:** To recruit and retain outstanding faculty, staff and administrators.

**Performance Objective 1:** Recruit educators who meet the statutory highly qualified teacher requirements for teachers of core academic subjects.

**Evaluation Data Sources:** Maintain 100% HQ instructional staff.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand attendance at career fairs to hire additional bilingual teachers to meet bilingual exception plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Bilingual classrooms are staffed with highly qualified bilingual certified teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Human Resources, Bilingual Coordinator</p> <p><b>Funding Sources:</b> - Local</p>	Formative			Summative
	Sept	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 6:** To recruit and retain outstanding faculty, staff and administrators.

**Performance Objective 2:** Provide the opportunity for job embedded research-based professional development for every district employee that is aligned with challenging state academic standards.

**Evaluation Data Sources:** All employees receive 40 hours of training annually per Appraiser reports.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide new teachers with training prior to the start of school (EDIT).  <b>Strategy's Expected Result/Impact:</b> EDIT training provides new teachers with an overview of district initiatives and academic expectations.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Chief of Human Resources  <b>Funding Sources:</b> - Local, - Title II-A</p>	Formative			Summative
	Sept	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development to all staff in teaching and learning strategies and positive behavior management to close achievement gaps for at-risk students.  <b>Strategy's Expected Result/Impact:</b> Professional development results in implementation of high-yield instructional strategies in classrooms which addresses student achievement gaps.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Director of Special Education, Chief of Federal Programs  <b>Funding Sources:</b> - Local, - Title I-A, - Title II-A, - ESSER III, - Title III</p>	Formative			Summative
	Sept	Jan	May	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development and resources for administrators to increase leadership skills and curriculum and instruction skills.  <b>Strategy's Expected Result/Impact:</b> District administrators are empowered to lead the district and campuses to levels of high student academic achievement.  <b>Staff Responsible for Monitoring:</b> Superintendent, Chief of Human Resources, Chief of Federal Programs  <b>Funding Sources:</b> - Title I-A, - Title II-A</p>	Formative			Summative
	Sept	Jan	May	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide new and returning Campus Instructional Coaches with training to better assist classroom teachers in providing engaging and high-yield instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional Coaches are able to support classroom teachers' professional growth in providing effective Tier I instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Principals</p> <p><b>Funding Sources:</b> - Title I-A, - SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide professional development for Administrators, Counselors and Teachers on prevention of sexual violence.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff learn proactive student safety strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Student Services&amp; Operations</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide teachers of GT students with training for meeting the specific needs of Gifted and Talented students.</p> <p><b>Strategy's Expected Result/Impact:</b> GT students demonstrate self-directed learning, thinking, research, and communication skills as evidenced by their participation in project-based learning opportunities and curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Director of Assessment &amp; At-Risk</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Review the district's professional development plan periodically through Curriculum and Instruction meetings and DWIC Meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Plan is reviewed to assure activities are meeting current needs.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Elementary and Secondary Education</p> <p><b>Funding Sources:</b> - Local, - Title II-A, - Title I-A, - Title III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
	N/A			

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Allocate Title II Federal Funds (Supporting Effective Instruction) by the socio-economic percentage of campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses receive additional support and PD as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction</p> <p><b>Funding Sources:</b> - Title II-A</p>	Formative			Summative
	Sept	Jan	May	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 6:** To recruit and retain outstanding faculty, staff and administrators.

**Performance Objective 3:** Develop a plan to increase employee retention rates.


**Evaluation Data Sources:** Turn-over rate for teachers of less than state average of 12.6%.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Offer competitive salaries.  <b>Strategy's Expected Result/Impact:</b> District is able to attract highly qualified teaching candidates.</p> <p><b>Staff Responsible for Monitoring:</b> Board of Trustees, Superintendent</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement TEA Grow Your Own grant to increase and diversify the EISD teacher pool.  <b>Strategy's Expected Result/Impact:</b> EISD students are eventually hired as certified teachers.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction</p> <p><b>Funding Sources:</b> - State Grants</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide district orientation for new teachers through EDIT in August.  <b>Strategy's Expected Result/Impact:</b> Evidence of impact is 12% or less turn-over rate.</p> <p>Evidence of implementation includes Issue Survival Guide for Teachers.  <b>Staff Responsible for Monitoring:</b> Chief of Human Resources</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize Region 11 Teacher survey data for teacher retention purposes.  <b>Strategy's Expected Result/Impact:</b> Feedback from surveys is analyzed on a district and campus level to improve teacher retention rate.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

**Staff Responsible for Monitoring:** Chief of Human Resources, Chief of Federal Programs

**Funding Sources:** - Title I-A

 No Progress

 Accomplished

 Continue/Modify

 Discontinue