East Central Independent School District

East Central High School

2024-2025 Improvement Plan



Mission Statement

Together, we will inspire learning by creating interesting and meaningful experiences for every student - every minute - every day.

Vision

We envision a school in which every student graduates college, career, and life ready. Every graduate will be an effective problem solver, who is positive with a strong work ethic, are creative, technology competent, life long learners, gritty, resilient, goal oriented, calculated risk takers, and intrinsically motivated.

Value Statement

We value High Expectations for ALL, Growth Mindset (+1+), Optimism, Collaboration, and Teamwork.

Table of Contents

Goals 4
Goal 1: Engaged, Well Rounded Students 4
Goal 2: Student Safety & Well Being 8
Goal 3: Student Learning and Progress 12
Goal 4: Post-Secondary Readiness 17
Goal 5: Quality/Commitment of Staff 21
Goal 6: Community Engagement & Partnerships 27
Goal 7: Fiscal & Operational System 30
Policies, Procedures, and Requirements 33
Policy Documents & Addendums 34

Goals

Revised/Approved: August 2, 2024

Goal 1: Engaged, Well Rounded Students

Key Question 1: To what degree does ECISD provide diverse experiences to meet the needs and interests of all students?

Initial Status: Maintain but Consider a Change

Goal 1: Engaged, Well Rounded Students

Key Question 2: To what degree is student voice valued and reflected in student experiences?

Initial Status: Maintain

Goal 1: Engaged, Well Rounded Students

Key Question 3: To what degree are all students engaged in our schools and the community?

Initial Status: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will maximize students opportunities to learn by making learning meaningful, maximizing student participation, and limiting the amount of time students are out of class. **Evidence of Success:** ECHS students will reach a 92.0% attendance rate for the 2024-25 school year. **Staff Responsible:** Jason Taylor, Justin Breeden, Daniel Christian				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Expectations for attendance and credit were established for incoming freshmen at Fish Camp.

Intended Audience: Incoming 9th grade students.

Provider / Presenter / Person Responsible: Lopez

Date(s) / Timeframe: July 11, 2024

Collaborating Departments: Administration, Counseling

Delivery Method: In-person

Strategy 2: Acknowledge students with a monthly attendance rate of 95%. Gift card celebrations monthly/quarterly.

Intended Audience: All students

Provider / Presenter / Person Responsible: Taylor/Breeden/Christian

Date(s) / Timeframe: Ongoing, monthly.

Collaborating Departments: AP, counselors, CIS

Staff Responsible: Taylor/Breeden/Christian

Strategy 3: Monitor absences by running a weekly report identifying the top 5% absent students and providing A2A briefing and other intervention/support and attendance contracts.

Intended Audience: Top 5% most absent students.

Provider / Presenter / Person Responsible: Taylor/Breeden/Christian/Deb Hernandez

Date(s) / Timeframe: Beginning Aug 19, 2024, weekly on Monday or first school day of the school week.

Collaborating Departments: Admin/Academic Deans

Staff Responsible: Taylor

Strategy 4: All staff will use EHallPass to monitor, track, and encourage students to remain in class by limiting the number of times students are allowed to leave class.

Intended Audience: All students

Provider / Presenter / Person Responsible: Assistant principals

Staff Responsible: Admin/Teachers

Strategy 5: Teachers will reach out to parents/guardians of absent students via TalkingPoints on a daily basis.

Intended Audience: All students

Provider / Presenter / Person Responsible: Taylor/Breeden/Christian

Date(s) / Timeframe: Daily, from Aug 12-EOY

Delivery Method: Digital

Goal 2: Student Safety & Well Being

Key Question 1: To what degree are students safe and feel secure at school, physically and socially/emotionally?

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will create safe learning environments by teaching clear behavior expectations, growing teachers in classroom management, and providing targeted intervention. **Evidence of Success:** ECHS students will have a 30% reduction in disciplinary incidents. **Staff Responsible:** Sergio Lopez, Joy Scrivener				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Differentiation between Major and Minor Disciplinary Measures

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Sergio Lopez

Date(s) / Timeframe: Beginning of Year professional development for teachers.

Collaborating Departments: Academic Deans, Counseling

Delivery Method: Professional Development

Staff Responsible: AP

Strategy 2: Tier 1 interventions and strategies to support teacher in classroom management.

Intended Audience: Teacher and Staff

Provider / Presenter / Person Responsible: Sergio Lopez

Date(s) / Timeframe: Beginning of School Professional Development, In classroom observations, Coaching and Feedback.

Collaborating Departments: Departmental Leads, Academic Deans, Assistant Principals.

Delivery Method: Professional Development, Coaching Conversations,

Staff Responsible: Administration.

Strategy 3: Communication of Campus Expectations

Intended Audience: Students

Provider / Presenter / Person Responsible: Sergio Lopez

Date(s) / Timeframe: Beginning of year procedures (Aug), Monthly Communication (Q1), Re establishment after every break.

Collaborating Departments: Across all departments and Teachers

Delivery Method: Preset Expectations created by administration delivered by Teachers

Staff Responsible: Teachers, Administration,

Strategy 4: Implementation of Positive Behavioral Targeting

Intended Audience: Teachers/Students

Provider / Presenter / Person Responsible: Sergio Lopez

Date(s) / Timeframe: Monthly

Collaborating Departments: Teachers, Departmental Leads, Assistant Principals, Academic Deans

Delivery Method: Professional Development, PLC Meetings, Lesson Planning

Staff Responsible: Assistant Principals, Academic Deans, Teachers, Departmental Leads

Strategy 5: Creation and implementation of Tier 1 Behavior Committee

Intended Audience: Teachers and Staff

Provider / Presenter / Person Responsible: Sergio Lopez

Date(s) / Timeframe: Monthly

Collaborating Departments: Department

Delivery Method: Monthly Meeting

Staff Responsible: Assistant Principal.

Goal 2: Student Safety & Well Being

Key Question 2: To what degree are we able to respond, both proactively and re-actively, to crisis situations?

Initial Status: Maintain

Goal 2: Student Safety & Well Being

Key Question 3: To what degree do we provide support services for staff, students, and families on an ongoing basis and in a crisis?

Initial Status: Maintain

Goal 3: Student Learning and Progress

Key Question 1: To what degree do we support student learning and progress?

Initial Status: Maintain

Goal 3: Student Learning and Progress

Key Question 2: To what degree is a growth mindset a part of how we do business?

Initial Status: Maintain

Goal 3: Student Learning and Progress

Key Question 3: To what degree are students growing and achieving academically and behaviorally?

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will increase student achievement by implementing high-quality instructional materials and research-based instructional strategies. **Evidence of Success:** For the 2024-25 school year, East Central High School will earn a minimum of a "met standards rating C" with at least 70% approaches, 35% meets, and 20% masters on STAAR. **Staff Responsible:** Fatimah Aboueisha, Shannon Bracken, Natasha Dunn, Joy Scrivener				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: -ECHS will monitor the progress of students receiving instruction through HQIM and research-based instructional strategies.
-Deans will monitor formative assessment data and work with teachers to inform decisions regarding supports.
-By July 2025, ECHS students in EOC content courses will improve performance on STAAR assessments.

Intended Audience: Students, core content teachers

Provider / Presenter / Person Responsible: Core teachers, and core teacher support staff

Date(s) / Timeframe: Ongoing

Collaborating Departments: Core content

Delivery Method: HQIM

Staff Responsible: Fatimah Aboueisha, Shannon Bracken, Natasha Dunn, Joy Scrivener

Strategy 2: Coaching, Lesson Plans, and SMARTER Process, Classroom Visits

Intended Audience: EOC Teachers

Provider / Presenter / Person Responsible: Fatimah Aboueisha, Shannon Bracken, Natasha Dunn, Joy Scrivener

Date(s) / Timeframe: Q1
August: Identify teachers who will receive feedback on Lesson Plans
August: Implement Lesson Plan process and feedback
August: Train new teaches on the SMARTER process

August: Q1 Planning training (CMP)
August/ September: Refine system for Campus Classroom visits
September- October: Coaching sessions with Kasper
September- October: Attend design meetings, classroom visits, LP feedback and meet weekly with Deans
Q2
October- Review SMARTER process before Q3 planning
November-ER Interim data dive
October-December- track and calibrate on Coaching cycles
December-refine ILT around student data and coaching (look at impact of coaching on student outcomes)
Identify Hot Spot Teacher and implement targeted coaching
Q3
January- WIN scheduling for AI based on Dec. EOC scores
February- review SMARTER for Q4 planning and Data Dive
January- March: calibrate on coaching and respond to student data

Collaborating Departments: Administrative Team

Delivery Method: Digital, in Person

Staff Responsible: Fatimah Aboueisha, Shannon Bracken, Natasha Dunn, Joy Scrivener

Goal 3: Student Learning and Progress

Key Question 4: To what degree do we assure student success by building on student strengths?

Initial Status: Maintain

Goal 4: Post-Secondary Readiness

Key Question 1: To what degree are students ready to make a meaningful life and living?

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will move seniors towards meeting CCMR indicators by tracking progress, supporting CCMR initiatives, and strategic utilization of CTE courses and HIVE time. **Evidence of Success:** 88% of seniors meet one or more college, career, or military indicators by graduation. **Staff Responsible:** Fatimah Aboueisha, Crystal Walter				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Q1: Counselors will enroll non compliant seniors enrolled in CP Math and CP English beginning Fall 2024.
Q1: ADs will train whole campus on Write to Learn to improve writing TSI Scores.
Q1: ADs Create a fidelity check form for quarterly classroom walkthroughs to ensure compliance
Q1: C/o 24 and 25 LA students will be enrolled in TCB and required to complete prior to graduation
Q1: Embry/CCMR will train LA teachers fall 2024
Q2: ADs will pull grade reports and provide intervention for students not receiving credit.
Q2/Q3: ADs classroom fidelity checks to monitor implementation.
Q3: Interventions will be provided at Semester for students not passing CP by using TCB.
Q3: Test all CP students in Spring 2025 (TSI) and offer TCB based on performance on TSI.
Q4: ADs will monitor TCB completion for non compliant students and create a next step plan for students.

C/o 24 and 25 LA students will be enrolled in TCB and required to complete pro`

Date(s) / Timeframe: August-May

Collaborating Departments: C&I

Staff Responsible: C. Walter, T. Embry, F. Aboueisha

Goal 4: Post-Secondary Readiness

Key Question 2: To what degree are students planning for post-secondary and executing their plans?

Initial Status: Maintain

Goal 4: Post-Secondary Readiness

Key Question 3: To what degree are students ready for citizenship and civic duty?

Initial Status: Maintain

Goal 4: Post-Secondary Readiness

Key Question 4: To what degree does the system reflect "all means all"?

Initial Status: Maintain

Goal 5: Quality/Commitment of Staff

Key Question 1: To what degree does staff positively impact students according to need?

Initial Status: Maintain

Goal 5: Quality/Commitment of Staff

Key Question 2: To what degree do our staff members exemplify Leading the EC Way?

Initial Status: Maintain

Goal 5: Quality/Commitment of Staff

Key Question 3: To what degree do we train and develop new and existing staff?

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will retain staff by taking intentional steps to onboard, develop, and acknowledge staff. **Evidence of Success:** Retain 90% of the exempt staff and 85% nonexempt who were employed during the 24-25 will be retained with the intent of returning for the 25-26 school year. **Staff Responsible:** Administrative team **Problem Statements:** Quality/Commitment of Staff 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Onboarding through New Teacher Academy

Intended Audience: First year teachers and new teachers to the district.

Provider / Presenter / Person Responsible: Scrivener

Date(s) / Timeframe: July 18 2024--May 2025
Monthly New Teacher Academy meetings

Collaborating Departments: None

Delivery Method: In-person

Staff Responsible: Administrative Team

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 2: Mentor/Buddy program

Intended Audience: First and second year teachers, new to the district teachers

Provider / Presenter / Person Responsible: Scrivener

Date(s) / Timeframe: July 18-- Newbies meet mentors and buddies

Monthly meetings with mentors and buddies

Collaborating Departments: Administrative Team

Delivery Method: In-person, digital

Staff Responsible: Scrivener

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 3: Quarterly check-ins

Intended Audience: All teachers

Provider / Presenter / Person Responsible: Administrative Team

Date(s) / Timeframe: Q1-- Aug-7- Oct 9 gather quarterly data for ILT review
Q2-- Oct 15-Dec 20 gather quarterly data for ILT review
Q3-- Jan 6-March 7 gather quarterly data for ILT review
Q4-- March 17-May 22gather quarterly data for ILT review

Collaborating Departments: None

Delivery Method: In-person, digital

Staff Responsible: Administrative Team

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 4: Aspiring Leaders Monthly Meetings

Intended Audience: Aspiring Leaders Cohort

Provider / Presenter / Person Responsible: Danny Christian/Mary Alice Gomez

Date(s) / Timeframe: Calendar monthly meetings

Collaborating Departments: None

Delivery Method: In-person

Staff Responsible: None

TEA Priorities:
Recruit, support, retain teachers and principals

Key Question 3 Problem Statements:

Quality/Commitment of Staff
Problem Statement 1: There is a disconnect between the type of support teachers are requesting and the support that is provided (as evidenced by the ESF data). **Root Cause**: Although we have systems in place to provide coaching, ongoing professional development, and recognition, we need to be more responsive to the various challenges teachers face and voice throughout the school year in order give the relevant support that is needed and requested.

Goal 5: Quality/Commitment of Staff

Key Question 4: To what degree is staff empowered to realize the mission of the district?

Initial Status: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will provide training and development opportunities to enhance the skills of our staff. Additionally, we will collect valuable feedback from our staff through surveys to ensure that their voices are heard and their concerns are addressed. **Evidence of Success:** From July 3, 80% of the exempt staff and 75% of nonexempt that was employed on July 2025 will be retained with the intent of returning for the 2025-2026 school year **Staff Responsible:** Principal and Associate Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Community Engagement & Partnerships

Key Question 1: To what degree do we cultivate mutually beneficial partnerships?

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will focus on quality partnerships that help us reach our goals and that help our partners reach their goals beyond contractual requirements. **Evidence of Success:** 100% of partnerships are identified as mutually beneficial by both ECHS and our partner. **Staff Responsible:** Danielle Bolton, Justin Breeden				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: We will actively promote our mission and showcase our capabilities to our partners. By doing so, we aim to cultivate a mutually advantageous relationship that serves the interests of all parties involved

Goal 6: Community Engagement & Partnerships

Key Question 2: To what degree do our partnerships positively impact stakeholders?

Initial Status: Maintain

Goal 6: Community Engagement & Partnerships

Key Question 3: To what degree do we connect with workforce needs?

Initial Status: Maintain

Goal 7: Fiscal & Operational System

Key Question 1: To what degree do we align resources to high priority goals?

Initial Status: Maintain

Goal 7: Fiscal & Operational System

Key Question 2: To what degree are we fiscally and operationally efficient and transparent?

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will establish a baseline in all inventory management systems so that we can ensure efficient operations. We will align our needs assessments, goals, strategies, and budgets when creating and spending money as good budget stewards. We will ensure efficient operations by providing clear roles, a process to revisit progress with PEIMS coding, and protected time to ensure the work is complete. **Evidence of Success:** ECHS will implement the district's inventory management policies and procedures by July 3rd, 2025. 75% to 90% of the ECHS budget will be expended in the 2024/25 school year. To ensure accurate student coding throughout the year, on June 3, 2025, 99% of key student's records will be accurate to include to the following codes: 504 Accelerated Instruction Hours (new 24-25) Bilingual Program CTE Discipline Dyslexia Emergent Bilingual ESL Program Gifted Program Special Education Program State Compensatory Education **Staff Responsible:** Daniel Christian, Natasha Dunn, Sergio Lopez				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: On August 15th, the AP and the ADs will meet with the SPED Facilitator, Dyslexia coordinator, Bookkeeper, counselor, and Principal to establish

a campus system for monitoring budgeting and student coding.

Provider / Presenter / Person Responsible: Sergio Lopez, Natasha Dunn, Daniel Christian

Date(s) / Timeframe: Quarter 1

Collaborating Departments: All

Delivery Method: Online information management

Staff Responsible: Assistant Principals and Deans

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On

Policy Documents & Addendums