Ector County Independent School District

District Improvement Plan

2022-2023 Board Goals/Performance Objectives/Strategies

Accountability Rating: B

Board Approval Date: May 24, 2022
Public Presentation Date: May 24, 2022

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Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: ECISD will provide the network infrastructure and technology standards to ensure safety and connectivity for anytime/anywhere learning.

Strategy 1 Details				Reviews			
Strategy 1: Establish home internet connectivity for students.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student access to the internet from home to access digital curriculum and resources. **Staff Responsible for Monitoring:** Chief Technology Officer Director of Information Technology Director of Information Systems Director of Digital Learning **Equity Plan**				**Oct**	**Jan**	**Mar**	**May**
				N/A	20%	30%	

Strategy 2 Details				Reviews			
Strategy 2: Standardize classroom instructional technology to include 1:1 staff mobile devices.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide digital mobility to staff by deploying all instructional staff mobile devices and work station peripherals such as monitor, keyboard, mouse and docking station. **Staff Responsible for Monitoring:** Chief Technology Officer Director of Information Technology Director of Information Systems Director of Digital Learning **Equity Plan**				**Oct**	**Jan**	**Mar**	**May**
				100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Earn the Trusted Learning Environment Seal and establish Trusted Learning Environment Framework.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduction of data breech risk and damage to district digital resources. Increased security of student data. The TLE Seal Program requires school systems to have implemented high standards for student data privacy protections around five core practice areas: Leadership, Business, Data Security, Professional Development, and Classroom. **Staff Responsible for Monitoring:** Chief Technology Officer Director of Information Technology Director of Information Systems Director of Digital Learning	**Oct** 60%	**Jan** 90%	**Mar** 95%	**May**
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: ECISD will provide a data structure that can be utilized and accessed to inform processes.

Strategy 1 Details	Reviews			
Strategy 1: Update and manage an operational data store and data warehouse to support data visualization tools and to ensure EdFi data standards conformity.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased confidence in district data resources. **Staff Responsible for Monitoring:** Chief Technology Officer Director of Information Technology Director of Information Systems **Results Driven Accountability**		25%	30%	

Strategy 2 Details	Reviews			
Strategy 2: Replace Ascender with Focus Student Information System.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Transition to new Student Information System platform.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Digital Learning	15%	50%	80%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: ECISD will provide the environment conducive to all educational needs in conjunction with the development of a Long Range Facilities Plan that will move the District forward in the future.

Strategy 1 Details	Reviews			
Strategy 1: Establish up to date design standards for buildings that align with current teaching standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Design Building standards that are up to date with current teaching practices will ensure teaching and learning is functioning at a high level.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: District Operations; COO, Exec. Dir., Supervisor of Construction, and Supervisor Projects. **Results Driven Accountability - Equity Plan**	100%	100%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Engage with all stakeholders and outside experts to work collaboratively in the design and/or redesign of our learning environments. This will also include the development of a Long Range Facility Plan that will help guide the district in future decisions regarding facilities,	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Update the Districts facilities to support the programs-practices and provide a plan for the future facility needs of the District. Provide equity in building designs across the District. **Staff Responsible for Monitoring:** District Operations; COO, Exec. Dir., Supervisor of Construction, and Supervisor Projects **Results Driven Accountability - Equity Plan** **Funding Sources:** Facility Review and Bond Committee input on Community needs/direction for the future of the District - Bond Funds	20%	30%	40%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: ECISD will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Strategy 1 Details	**Reviews**			
Strategy 1: ECISD will develop long range maintenance practices for Fine Arts instruments and equipment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Proper maintenance of Fine Arts instruments and equipment will increase equipment life and reduce replacement costs. **Staff Responsible for Monitoring:** Director of Fine Arts	Oct	Jan	Mar	May
	30%	50%	65%	→

Strategy 2 Details	**Reviews**			
Strategy 2: ECISD athletics will improve the district and UIL compliance process by establishing a digitally driven platform.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Processes will increase athletic department efficiency in equity, funding, district and state compliance. **Staff Responsible for Monitoring:** Executive Director for Athletics, Asst. Athletic Directors **Equity Plan**	Oct	Jan	Mar	May
	70%	75%	85%	→

Strategy 3 Details	**Reviews**			
Strategy 3: Implement Wi-Fi connectivity on all activity buses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Providing Wi-Fi to students on activity buses will provide them with internet connectivity therefore increasing their learning opportunities. This will be the first phase of Wi-Fi implementation on some buses. Phase two will include buses with far reaching routes. **Staff Responsible for Monitoring:** Chief Operations Officer/Exec. Dir. Operations/Director of Transportation/ Technology **Results Driven Accountability - Equity Plan**	Oct	Jan	Mar	May
	15%	25%	60%	

Strategy 4 Details	**Reviews**			
Strategy 4: Athletics will monitor students attendance and grades throughout the school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve attendance and academic grade percentages each six weeks. **Staff Responsible for Monitoring:** Athletic Directors-Athletic Department **Equity Plan**	Oct	Jan	Mar	May
	100%	90%	90%	→

Strategy 5 Details	Reviews			
Strategy 5: PE/Health department will utilize new fitness gram technology IHT to monitor student's fitness and the input of fitness gram data on 43 campuses in ECISD to TEA.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Any student receiving PE credit in ECISD 3rd- 12th grade will have fitness gram data summited to TEA . **Staff Responsible for Monitoring:** PE/Health Department will have access to monitor coaches and teachers fitness gram data.		85%	85%	→

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: ECISD will embed technology for anytime, anywhere teaching and learning.

Strategy 1 Details	Reviews			
Strategy 1: ECISD will utilize technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following:	**Formative**			**Summative**
Learning Management System (LMS)	**Oct**	**Jan**	**Mar**	**May**
Adaptive Technology Online Literacy Libraries Math Teach to One Eduphoria Brainchild Edgenuity Imagine learning Istation			60%	→
Strategy's Expected Result/Impact: Increase percent of students working on grade level in reading and math by 10% as reported on Imagine Learning Math Platform and Istation Reading Platform. **Staff Responsible for Monitoring:** Principals, Teachers, Executive Directors of Leadership, Executive Directors of Instruction and Literacy, Content Coordinators, Instructional Specialists **Results Driven Accountability** **Funding Sources:** Supplemental technology, software, instructional platforms that remediate, engage and elevate student learning to close achieve gaps suffered by educationally disadvantaged students. - State Comp Ed - pic 24, 28, 30, 34 - $2,500,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 6: ECISD will provide a rigorous, relevant and engaging curriculum

Strategy 1 Details	Reviews			
Strategy 1: ECISD will tightly implement PK-12 instructional frameworks for ELAR, Math, Science, & Social Studies, and district-approved curriculum resources that meet all students' learning needs, interests, aspirations, and cultural backgrounds. ECISD will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. 100% of core content teachers will use district-approved resources with fidelity by May 2024.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase student growth to 56% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math. **Staff Responsible for Monitoring:** Executive Director of Accountability and Assessment, Content Coordinators, C&I Specialists, Executive Director of C&I (AVID Department will continue offering PD in best practices using AVID systems) **Results Driven Accountability - Equity Plan** **Funding Sources:** Curriculum implementation - Local, Curriculum implementation, Curriculum Specialist - Title One School-wide, Tutoring, Extended learning year, Supplemental technology & software to meet remediation needs of at risk students - State Comp Ed - $2,650,000, Supplemental curriculum and AVID Program support for At Risk students - State Comp Ed - $1,000,000, Community Outreach Center, Social workers, SAS Counselors & curriculum to support SEL needs of at risk students - State Comp Ed - $2,500,000, Professional & paraprofessional EL staff to support campuses EL regular year and summer programs - State Comp Ed - $550,000, EL supplemental support materials for EL instruction - State Comp Ed - $225,000	70%	80%	80%	→

| Strategy 2 Details	Reviews			
Strategy 2: ECISD will provide Visual Arts supplemental curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. All visual arts teachers will have personalized professional learning embedded in the supplemental curriculum to create a strong support mechanism for our new and struggling teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Aligning Resources to Standards
Providing Well-Rounded Education to ECISD Students
Formative Assessments to Track Progress
Staff Responsible for Monitoring: Executive Director of Fine Arts, Fine Arts Coordinator

Equity Plan
Problem Statements: Demographics 1 - Student Learning 1 - District Culture and Climate 8 - District Processes & Programs 13 - Perceptions 4 - District Context and Organization 2
Funding Sources: Supplemental Curriculum - Title IV - $23,500

20%	50%	75%
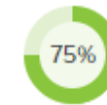
0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✕ **Discontinue**

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years.   **Root Cause**: Lack of intentional coaching and mentoring to support struggling teachers.

Student Learning
Problem Statement 1: Students in the economically disadvantaged sub-population are growing and achieving at a lower rate than "all students" according to the 2021 NWEA MOY MAP Assessment.   **Root Cause**: A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low-income households.

District Processes & Programs
Problem Statement 13: 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years.   **Root Cause**: Lack of intentional coaching and mentoring to support struggling teachers.

Perceptions
Problem Statement 4: 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years.   **Root Cause**: Lack of intentional coaching and mentoring to support struggling teachers.

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 7: ECISD will build a district-wide awareness and commitment to develop, implement and integrate SEL initiatives.

Strategy 1 Details	Reviews			
Strategy 1: Analyze & Utilize Data from district Social Emotional Learning Readiness Engagement Analysis (SELREA) to guide implementation and integration of Social-Emotional-Cultural framework into campus culture and cross-curricular lessons plans.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Incorporate SEL instructional strategies into student lessons plans, and adult PLCs. Campus visits to verify lessons plans, monitor daily objectives, and SEL components in the classroom. **Staff Responsible for Monitoring:** Executive Director of Accountability Executive Director of Guidance and Counseling Director of Guidance and Counseling Coordinator of Social Emotional Learning **Results Driven Accountability** **Funding Sources:** - Local, - Title IV	50%	65%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: ECISD will assess and expand a plan for systemic SEL implementation and integration including the role SEL plays in ECISD achieving its priorities and goals.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By the end of 2023, all ECISD instructional staff will be able to define social emotional learning, and explain the mental health and academic benefits of SEL for students, as evidenced by Panorama data, and survey collection. **Staff Responsible for Monitoring:** Executive Director of Accountability, Executive Director of Guidance & Counseling, Director of Guidance and Counseling, Coordinator of SEL **Funding Sources:** - Local	50%	60%	80%	→

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: ECISD will deploy an SEL communication plan that highlights the importance of SEL for all students, parents, staff, and community members to include internal and external stakeholder groups.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: An internal and external communication plan for staff and community members will be supported by an SEL monthly newsletter. Additional videos, informational letters, and pertinent information will be sent via the district parent communication platform. Community informational videos will be delivered via social media in partnership with the communication department, and posted on our department website and YouTube. **Staff Responsible for Monitoring:** Executive Director of Accountability, Executive Director of Guidance & Counseling, Director of Guidance and Counseling, Coordinator of SEL **Funding Sources:** - Local	50%	50%	75%	→

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: ECISD PreK-12 SEL Framework and standards will be aligned with and integrated into curriculum and instruction.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: SEL explicit instruction will occur through 7 Mindsets lessons (delivered daily in small sections, or all at one time), additional classroom integration of 7 Mindsets will be implemented into ELAR and Social Studies classroom lesson plans, and all classrooms will utilize SEL instructional strategies. Data collection from the 7 Mindsets company will be reviewed to ensure SEL delivery. **Staff Responsible for Monitoring:** Executive Director of Accountability, Executive Director of Guidance, Counseling and Wellness, Executive Directors of Curriculum & Coordinators, Director of Guidance and Counseling, Coordinator of SEL **Funding Sources:** - Local, - Title IV	40%	40%	60%	→

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Systems and structures will be developed to review disaggregated discipline data regularly, and to use data to address root causes of behavior.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: ECISD discipline practices and policies will have evidence of alignment with SEL. Discipline will emphasize proactive and restorative practices, which support a school climate that addresses the root causes of student behavior. **Staff Responsible for Monitoring:** Executive Directors of Leadership Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Coordinator of SEL	10%	10%	N/A	→

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

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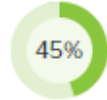
Performance Objective 8: ECISD will develop collective understanding and shared vision of Social Emotional Learning (SEL) among the adults and students in our organization that creates systemic change where SEL can thrive.

Strategy 1 Details	Reviews			
Strategy 1: ECISD will provide ongoing professional learning about SEL research and practice to central office leaders and staff from all departments and campuses, including foundational professional learning for all new staff. SEL learning strategies will be intertwined with other professional learning throughout the year through collaboration with Talent Development office	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of District Leadership Team will receive SEL professional learning. 80% of staff from all departments and campuses, including foundational professional learning for all new staff, will be trained in SEL research and practice. 100% of staff will develop skills for creating supportive and equitable learning environments that promote social, emotional and cultural learning for students. **Staff Responsible for Monitoring:** Executive Director of Guidance & Counseling, Director of Guidance and Counseling, SEL Coordinator, Talent Development **Funding Sources:** - Local	N/A	30%	45%	→

Strategy 2 Details	Reviews			
Strategy 2: Data will be continuously collected and evaluated regarding student connectedness for continuous improvement of SEL implementation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 95% participation in Panorama surveys. Data reports will be distributed at least twice a year to campuses for progress monitoring of SEL implementation and plans for improvement. **Staff Responsible for Monitoring:** Executive Director of Accountability, Exec Director of Guidance & Counseling, Director of Guidance and Counseling, SEL Coordinator **Funding Sources:** - Local	50%	50%	70%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.
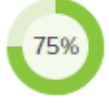
Performance Objective 9: ECISD will develop and implement systems and supports for students and families that promote recovery and resiliency.
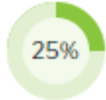
Strategy 1 Details	Reviews			
Strategy 1: Pregnancy/Parenting services will be provided to ensure that barriers due to parenthood are removed and 85% of the students in the program will graduate and 95% of graduates will meet CCMR expectations.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Provided services include counseling, home-bound services, tutoring, and other services needed to ensure students' graduation. 85% of students will be on track to graduate and 95% of graduates will meet CCMR expectations. **Staff Responsible for Monitoring:** TPRS Coordinator TPRS Department **Equity Plan** **Funding Sources:** TPRS/TRAC - State Comp Ed - $490,000	30%	45%	60%	→

Strategy 2 Details	Reviews			
Strategy 2: Gather information on evidence-based, best practices for restorative and trauma-informed strategies in response to discipline referrals and expulsions.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Create and deliver professional learning training for 100% campus administration and instructional staff. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Executive Director of Guidance & Counseling, Director of Guidance and Counseling, SEL Coordinator	50%	50%	80%	100%

Strategy 3 Details	Reviews			
Strategy 3: To comply with house Bill 4545 students who failed to attain proficiency on a STAAR or EOC exam received targeted additional instruction either individually or in a group of no more than 3 students. The instruction was delivered face to face or remotely by highly qualified, highly trained tutors from Air Tutors, FEV Tutors, and Amplify. This initiative will be funded using $4 million from ESSR and $170,000 from TCLASS funds.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principals, Executive Directors of Leadership, Executive Director of Curriculum and Instruction, and High Impact Tutoring Coordinator	50%	55%	80%	100%
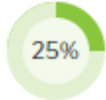
Strategy 4 Details	Reviews			
Strategy 4: Summer School	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	15%	50%	75%	100%

Strategy 5 Details	Reviews			
Strategy 5: Each summer, the Advanced Academic Services Department holds an acceleration camp for our Gifted and Talented students. Camp SIP (Scholars in Progress) will be extended to middle school beginning in the summer of 2022. We will continue to grow middle school Camp SIP during the summer of 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Gives the GT students to opportunity to explore their passions and deepen their creative thinking. **Staff Responsible for Monitoring:** AAS Department and Camp SIP Teachers/Staff.	20%	20%	50%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 10: ECISD will provide and safe and supportive school environment

Strategy 1 Details	Reviews			
Strategy 1: Awareness training about child abuse/maltreatment of children will be provided to all staff and students. Counselors will train campus staff during on-campus professional development on child abuse prevention, reporting requirements, and ECISD-specific procedures. Required child abuse awareness posters for students will be displayed on all campuses, at student eye level.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased ability of staff and students to recognize and report signs of abuse. **Staff Responsible for Monitoring:** Talent Development, Guidance and Counseling, Nursing and Health Services, ECISD Police Dept. **Funding Sources:** - Local, - State Comp Ed	50%	60%	65%	→

Strategy 2 Details	Reviews			
Strategy 2: All staff will receive Suicide Prevention education through SafeSchools, and face-to-face instruction concerning ECISD suicide prevention response procedures by Professional School Counselors and SAS Counselors. Students will receive suicide prevention guidance lessons through the Professional School Counselors, SAS Counselors, and community partners. Counselors will collaborate with community partners and ECISD police as needed. All counselors and nurses will be trained yearly in ECISD crisis response procedures.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: 100% of all campus staff will be trained in suicide prevention. Age-appropriate training will be provided to students. **Staff Responsible for Monitoring:** Guidance and Counseling, Nursing and Health Services **Funding Sources:** - Local, - State Comp Ed	25%	50%	75%	100%

Strategy 3 Details	Reviews			
Strategy 3: Conflict resolution and violence prevention programs will be offered. ECISD police officers will be trained in conflict resolution and de-escalation techniques and will address violence through municipal court and teen court programs. All Professional School Counselors and SAS counselors will be trained yearly in conflict resolution methods.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: 100% of counselors and police officers will be trained in conflict resolution methods. **Staff Responsible for Monitoring:** Chief of Police, Guidance and Counseling **Funding Sources:** - Local, - State Comp Ed	25%	50%	80%	→

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: ECISD does not tolerate dating violence. Any student who has experienced dating violence or believes another student has experienced dating violence should immediately report to a teacher, school counselor, principal, police officer or other district employee. Any District employee who has direct or indirect knowledge of dating violence shall notify the District official and the ECISD police. Parents will be immediately notified. Students are made aware of the process of the choice filing charges and given referrals for safety and mental health. Programs that address harassment and dating violence will be offered to students. ECISD Police Officers will be trained in current law and investigation tactics (including social media investigations) concerning dating violence.	**Oct**	**Jan**	**Mar**	**May**
	25%	50%	80%	→

Strategy's Expected Result/Impact: Students in all grades will be offered age appropriate guidance lessons concerning harassment and dating violence through school counselors and community partners. Human Growth and Development will also embed healthy relationship training. Training records will be maintained to ensure populations served.

Staff Responsible for Monitoring: Police Chief, Guidance and Counseling

Funding Sources: - Local

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: The ECISD comprehensive Guidance and Counseling curriculum, in alignment with Texas Counseling Association Model for the Comprehensive Guidance and Counseling Program and the American School Counselor Association National Model, will be monitored for implementation with fidelity in PK-12 to include: anti-bullying, character education, child abuse, college and career planning/advising, conflict resolution, cyberbullying, dating violence/violence prevention, drop-out prevention, human trafficking, mental health/ mental health warning signs, substance abuse, suicide prevention, decision making, self-efficacy, and other social-emotional topics. ***Campuses will utilize the providers as listed on the Legal Essentials Checklist.**	**Oct**	**Jan**	**Mar**	**May**
	25%	50%	75%	100%

Strategy's Expected Result/Impact: Monthly reports will indicate alignment with program expectations.

Staff Responsible for Monitoring: Guidance and Counseling, Executive Directors of Leadership, Campus Principals

Funding Sources: - Local

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Mental health awareness training will be provided to all staff on the topics of Trauma and Grief Informed Schools, Trauma-informed Behavior management plans, and the promotion of resiliency through SafeSchools.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff will be better able to respond to students' needs in a trauma-informed approach. **Staff Responsible for Monitoring:** Talent Development, Executive Director of Guidance and Counseling, Director of Guidance and Counseling	25%	50%	75%	→

Funding Sources: - State Comp Ed, - Local

Strategy 7 Details	**Reviews**			
Strategy 7: First Responders will improve communication, coordinate services between agencies, establish and enhance safety mechanisms for students, staff, and faculty in their response to a critical incident. All SAS and school counselors will be trained in Critical Incident Stress Management. Training will also be provided to counselors, nurses and social workers in Mental Health First Aid. **Strategy's Expected Result/Impact:** Critical Incident impact will be reduced due to timely communication and prevention measures trained and implemented prior to the incident. **Staff Responsible for Monitoring:** Police Dept., Nursing and Health Services, Guidance and Counseling, Community Outreach Center **Problem Statements:** District Processes & Programs 1 **Funding Sources:** Additional door barriers for classrooms - Title IV - $30,000, - State Comp Ed	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	25%	50%	75%	→

Strategy 8 Details	**Reviews**			
Strategy 8: ECISD will plan and implement effective year-long strategies to help students prepare and actively transition to new campuses within ECISD. **Strategy's Expected Result/Impact:** By the end of 2022, 61% of students will respond favorably to the fact that "adults and peers in the school care about their learning as well as about them as individuals" as measured by the EOY 20222 Panorama student survey. **Staff Responsible for Monitoring:** Executive Directors of Leadership **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed for transportation and supplies and materials. - Local - $20,000, Transition counselor at DAEP - Title One D, Subpart 2, Delinquency Services - $75,000, DAEP support - State Comp Ed - $850,000	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	10%	10%	N/A	100%

Strategy 9 Details	**Reviews**			
Strategy 9: All ECISD school administrators will be trained on Chapter 37 of the Texas Education Code, including Chapter 37.0832 (Bullying). Administrators will use the ECISD Administrator's Anti-Bullying Toolkit and the Checklist for Responding to Reports of Bullying/Harassment to ensure the investigation process is followed and the appropriate parental communication, intervention, disciplinary consequences, mediation, etc., is implemented. **Strategy's Expected Result/Impact:** By the end of 2022-2023 school year, 60% of students will respond favorably to the fact "At your school, how much does the behavior of other students hurt or help your learning?" as measured by the EOY 20222 Panorama student survey. Timely response and resolution to all bullying reports to mitigate bullying. **Staff Responsible for Monitoring:** Executive Directors of Leadership	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	30%	30%	30%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 10 Problem Statements:

District Processes & Programs

Problem Statement 1: All Classrooms don't have limited access to secured entrances in the event of an intruder beyond standard locks.   **Root Cause**: Doors & windows have limited locking systems to prevent intruder access.

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.
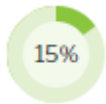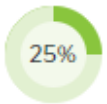
Performance Objective 11: ECISD will invest in research and program evaluation(s) to drive best-practices and progress in education and develop new tools and technologies aligned to district needs.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Program evaluations

Strategy 1 Details	Reviews			
Strategy 1: ECISD will identify best practices in order to develop next practices and innovations. Test new ideas vigorously using experimental and quasi-experimental studies to test the effectiveness of promising innovations aligned to district needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Identify most recent research aligned to a district need or goal. Evidence of research would be shared and analyzed to improve practices and learner outcomes. Duplication of efforts will also be identified to allow efficient practices. **Staff Responsible for Monitoring:** Executive Director of Accountability. **Results Driven Accountability** **Problem Statements:** Demographics 2 - Demographics 1, 4 - Student Achievement 3, 6, 7 - Student Learning 1, 3 - District Culture and Climate 5, 8 - District Processes & Programs 7, 8, 13 - Perceptions 4 - Curriculum, Instruction, and Assessment 3, 4, 10 - Parent and Community Engagement 1 - District Context and Organization 2	10%	20%	30%	✕

Strategy 2 Details	Reviews			
Strategy 2: ECISD will invest in mechanisms to make evidence based practice the norm rather than the exception. Develop a conceptual framework for program evaluation in ECISD.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Develop evidence based practice guidelines based on solid research that the education field is expected to follow. Increase the impact of successfully tested educational innovations to benefit more students and to foster policy and program development on a lasting basis. **Staff Responsible for Monitoring:** Executive Director of Accountability. **Results Driven Accountability**	5%	10%	20%	✗

Strategy 3 Details	Reviews			
Strategy 3: Locally generated program evaluations for currently implemented programs aligned to the Strategic Plan. Locally generated evidence of program effectiveness and feasibility obtained through pilot, demonstration or experimental projects or through initial introduction in a limited number of local sites.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Local, federal and state program implementation will be evaluated by the research and evaluation department on a rotational and annual basis. **Staff Responsible for Monitoring:** Executive Director of Accountability.	15%	20%	25%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 11 Problem Statements:

Demographics
Problem Statement 1: 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years.   **Root Cause**: Lack of intentional coaching and mentoring to support struggling teachers.
Problem Statement 4: Expulsion rate without services increased from 50 (2019)-69 (2020).   **Root Cause**: In 2020 there were several district policies that have since been eliminated. In 2020 the majority of the increase in expulsions without services came from (1) the policy to expel students from DAEP who had deliberate violent behavior while in DAEP and (2) the policy to expel w/out services for 3rd drug offenses.
Student Learning
Problem Statement 1: Students in the economically disadvantaged sub-population are growing and achieving at a lower rate than "all students" according to the 2021 NWEA MOY MAP Assessment.   **Root Cause**: A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low-income households.
Problem Statement 3: OSP students (military, foster care, and homeless) are not graduating at the same rates as all students and are dropping out at higher rates than all students and have higher failure rates on STAAR than their peers.   **Root Cause**: OSP students are not tracked separately from all students to ensure their success and face social emotional challenges outside of school that impacts their learning.

District Processes & Programs

Problem Statement 7: 62.5% of the 2019-2020 graduates met one College, Career and Military Readiness indicator. 2019 district graduation rate of 83.3%. The 2020 district graduation rate is 84.7%. **Root Cause**: The District does not have monitoring tools and processes to input, collect and verify CCMR data. There is work in this area involving multiple departments and partnerships for establishing monitoring tools and processes for CCMR and graduation rate.

Problem Statement 8: 29% of students were at the meets level in 8th grade Social Studies and US History combined. 36% of all students were at the meets grade-level standard in 8th Grade Social Studies and US History EOC tests combined in 2019. **Root Cause**: The District did not have structures in place to allow for K-12 accountability so that principals and teachers could ensure vertical or comprehensive academic growth for students. District and campus personnel did not meet regularly as a team, due to lack of campus systems, to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 13: 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years. **Root Cause**: Lack of intentional coaching and mentoring to support struggling teachers.

Perceptions

Problem Statement 4: 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years. **Root Cause**: Lack of intentional coaching and mentoring to support struggling teachers.

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 12: Develop a comprehensive communication plan based on the priorities identified in ECISD's Strategic Plan, The Future is Now.

Evaluation Data Sources: Superintendent's First 100 Days report to school board, staff, community; Superintendent's Getting Connected (2019-20); Staying Connected (2020-21); ECISD Live developed out of response to the COVID-19 pandemic is now an every-other-week community event with announcements and information; weekly press conference hosted by Dr. Muri was also born of the pandemic, now is a cornerstone of media relations efforts; weekly internal e-news and external e-newsletter promote strategic plan work; website is well-developed with Vision, Mission, Themes, & Projects plus related media that showcases examples of Strategic Plan work. Moving forward: printed pieces to accompany digital promotion and continuation of these efforts.

Strategy 1 Details		Reviews		
Strategy 1: Saturate the Ector County ISD market with key initiatives of the plan. Provide support materials (scripts, fliers, logos) to all district and campus leaders. Coordinate online and in-person information sessions for all staff to develop District ambassadors. Host community and media opportunities to celebrate victories in pursuing each of the Plan's objects and goals.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff and community will understand the goals of the strategic plan. **Staff Responsible for Monitoring:** Communications Officer				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 13: Grow community partnerships that promote excellence in our schools.

Evaluation Data Sources: Education Partnership of the Permian Basin has two action teams that are working to improve education across the Permian Basin with a focus on middle school engagement and early childhood literacy; The Education Foundation is working on the same areas as the Partnership specific to ECISD; Active partners providing funding for broadband internet connectivity (local providers, wireless access points, SpaceX); monetary support via CARES Act funding from City of Odessa and Ector County Commissioners illustrates new level of collaboration among local governing entities; multi-year, multi-million dollar grant from Permian Strategic Partnership to fund National Board Certification process for ECISD teachers; Opportunity Culture partnership includes Public Impact, Midland ISD, UTPB, and Gates Foundation for advancement/pay opportunities for teachers; monetary support from individuals, businesses and foundations to drive the district's strategic plan; partnerships continuing to grow with local businesses to provide incentives to students and teachers; volunteer engagement

Strategy 1 Details	Reviews			
Strategy 1: Intentionally engage the community to increase awareness and opportunities for lasting partnerships. Will utilize four main approaches: Research and Collaboration; Create Awareness of Needs; Active Outreach; and Grant Writing.	**Formative**			**Summative**
Staff Responsible for Monitoring: Education Foundation Director Communications Officer	**Oct**	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 14: Develop budget processes for equity based funding for campuses and modified zero based budgeting for departments.
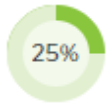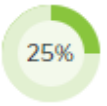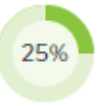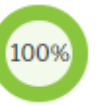
Evaluation Data Sources: Budget data

Strategy 1 Details	Reviews			
Strategy 1: Establish framework, develop, and implement plan for determining campus budgeting using equity based funding.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Provide specific program intent funds to the campus where the funds are generated and needed. **Staff Responsible for Monitoring:** Deborah Ottmers **Equity Plan**	N/A	50%	75%	100%

Strategy 2 Details	Reviews			
Strategy 2: Establish framework, develop, and implement plan for determining departmental budgeting using modified zero based funding.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Provide directed funds to the departments for specific needs. **Staff Responsible for Monitoring:** Deborah Ottmers	N/A	50%	75%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 15: School leaders will improve instructional leadership systems and practices through personalized professional learning and targeted coaching and feedback resulting in improved student learning outcomes.

> **Evaluation Data Sources:** MAP data
> STAAR data
> Observation and Feedback data

Strategy 1 Details	Reviews			
Strategy 1: Partner with external educational consultants to provide targeted instructional leadership professional development and coaching and feedback based on individual school and school leaders' needs.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improved instructional leadership systems and practices Effective tier 1 instructional practices **Staff Responsible for Monitoring:** Director of Leadership Executive Directors of Leaders Chief of Schools **Funding Sources:** ESSER Funds - Title One School- Improvement	25%	25%	25%	100%

Strategy 2 Details	Reviews			
Strategy 2: Partner with the UVA- Partnership for Leaders in Education to improve instructional leadership practices at 4 identified schools through 90-day short cycles of improvement.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improved instructional practices and systems Continuous improvement cycles **Staff Responsible for Monitoring:** Director of Leadership Executive Director of Leadership Chief of Schools **Funding Sources:** ESSER Funds - Title One School- Improvement	30%	30%	30%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 16: Schools leaders will engage in professional learning to ensure effective restorative practices are implemented to increase attendance and engagement, resulting in improved student learning.

Evaluation Data Sources: MAP data
STAAR data
Panorama Survey data

Strategy 1 Details	Reviews			
Strategy 1: Assistant Principals will engage in monthly professional learning provided through TNTP and Region 18 focused on both restorative practices and school culture systems.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Reduce disciplinary infractions Improved attendance rate Improved student learning and growth **Staff Responsible for Monitoring:** Director of Leadership Executive Director of Leadership Chief of Schools **Funding Sources:** ESSER Funds - Title One School- Improvement	20%	20%	20%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 17: Increase educators use of Evidence Based Practices with students with Autism in self-contained classrooms by 50% through professional development and modeling.

    Evaluation Data Sources: Observation, baseline data, STAAR,

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: In 2022-23, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

HB3 Board Goal

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data
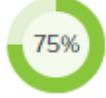
Strategy 1 Details	Reviews			
Strategy 1: The Talent Development Department will focus on retaining staff through intentional and personalized support and professional learning 2020-2023.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase staff retention; improve employee effectiveness; develop career pathways. **Staff Responsible for Monitoring:** Executive Director of Talent Development **Results Driven Accountability - Equity Plan** **Funding Sources:** Salaries, equipment, supplies and contracted services - Local, Staff salaries, equipment, supplies and contracted services - Title Two Professional Development - $225,000, Harvard Fellow, Research & Development director - Title IV - $150,000, Staff salaries for district instructional specialist, Bilingual/ ESL specialist and staff, and campus instructional coaches - State Comp Ed - $750,000, Staff salaries for district instructional specialist, and campus instructional coaches - Title Two Professional Development - $550,000, Staff salaries for district instructional specialists, and campus instructional coaches - Title One School-wide - $5,500,000	40%	70%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Implement a quality Mentor Model that supports and engages new teachers and principals 2022-2023.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improved staff retention; improve employee effectiveness; develop career pathways **Staff Responsible for Monitoring:** Executive Director of Talent Development **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed for implementation include: Mentor Program, mentor stipends, release time, and supplies - Local	40%	70%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: Train and support a standardized coaching model for ECISD that will increase the instructional capacity of our staff through a personalized and tiered approach.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Teachers and principals are the primary influencers of student outcomes. With an increase in teacher/leader capacity, a minimum of 54% of ECISD students should meet or exceed their EOY growth projections as measured by the NWEA MAP Assessment. **Staff Responsible for Monitoring:** Principal Supervisors, Executive Director of Talent Development, EDs of C&I **Results Driven Accountability - Equity Plan** **Funding Sources:** Training and job-embedded support from Relay, TNTP, and Big Rock Education Service Center - Local - $1,300,000	70%	85%	95%	100%

Strategy 4 Details	Reviews			
Strategy 4: ECISD will design a system of personalized professional learning which embeds the knowledge, skills and competencies required for teachers and leaders to provide personalized learning for students through: 1. Content Learning which offers teachers choice and differentiated opportunities 2. Texas Reading Academies K-3 - Cohort 3 3. Math Solutions (Number Talks and About Teaching Mathematics) - Cohort 3 4. Advanced Academics NMSI Grant Laying the Foundation - Year 3	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Teachers will have choice in professional learning and district will have differentiated opportunities for novice teachers through master teacher levels. **Staff Responsible for Monitoring:** Director of Professional Learning, C&I Division **Results Driven Accountability - Equity Plan** **Funding Sources:** Texas Reading Academies - State Early Education Allotment, Math Solutions - Title One School-wide, Advanced Academics - Donated Funds	75%	80%	85%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: ECISD will provide strategic staffing and compensation systems during 2022-2023.

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Strategy 1 Details	Reviews			
Strategy 1: Expand Opportunity Culture to extend the reach of excellent teachers and their teams during 2022-2023.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student outcomes; improve teacher retention and effectiveness; eliminate teacher vacancies; increase teacher pipeline; provide differentiated compensation.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Human Capital, **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed for compensation - Local, Resource needed for training and sustainability of Opportunity Culture - Donated Funds - $500,000, OC Campus staff stipends - State Comp Ed, OC Campus staff stipends - Title One School- Improvement	100%	100%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Develop and implement the TEA Teacher Incentive Allotment plan 2022-2023.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher recruitment and retention of highly effective teachers. **Staff Responsible for Monitoring:** Executive Director of Human Resources, Finance	Oct	Jan	Mar	May
Results Driven Accountability - Equity Plan **Funding Sources:** Resources for development and implementation of the Teacher Incentive Allotment - Local	100%	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: ECISD will assist and support staff in acquiring the National Board for Professional Teaching Standards during 2022-2023.

Evaluation Data Sources: Number of candidates for the National Board Certification
Number of National Board Components submitted for Consideration

Strategy 1 Details		Reviews		
Strategy 1: Identify teachers and support them through the National Board Professional Teaching Standards process.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Improve student outcomes; improve teacher retention and effectiveness.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed for supporting the process - Donated Funds, Resources needed for supporting the process - Local	100%	100%	100%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
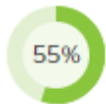
Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: ECISD will cultivate current and potential pipelines for selection and development of quality people during 2022-2023.

Evaluation Data Sources: Recruitment data
Enrollment and completion data from all pipelines

Strategy 1 Details	Reviews			
Strategy 1: In 2022-2023 ECISD will optimize "Grow Our Own" programs and pipelines.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase quantity and quality of candidates. Increase interest in potential roles within the educational system.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Director of Human Resources; Executive Director of Talent Development; Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Executive Director CTE **Results Driven Accountability - Equity Plan** **Problem Statements:** Demographics 1 - District Culture and Climate 8 - District Processes & Programs 13 - Perceptions 4 - District Context and Organization 2 **Funding Sources:** Resources to support pipeline development and recruitment efforts - Local, Resources to support pipeline development and recruitment efforts - TCLAS, Resources to support pipeline development and recruitment efforts - ESSER III	65%	85%	90%	→

Strategy 2 Details	Reviews			
Strategy 2: Utilize innovative recruitment practices to meet current and future needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased candidate pool	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development **Results Driven Accountability - Equity Plan** **Problem Statements:** Demographics 1 - District Culture and Climate 8 - District Processes & Programs 13 - Perceptions 4 - District Context and Organization 2 **Funding Sources:** Resources needed for branding, marketing and recruitment - Local	60%	75%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Establish the District as an Education Preparation Program (EPP).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase candidate pool	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed to implement EPP - Local, Talent Development coaches dedicated to support new teachers & build capacity - Title Two Professional Development - $350,000	70%	85%	100%	→

Strategy 4 Details	Reviews			
Strategy 4: Collaborate with Institutions of Higher Education (IHE) and Alternative Certification Programs to match program practices to district needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve quality of candidates	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Director of Talent Development and Executive Director of Human Resources **Results Driven Accountability - Equity Plan** **Funding Sources:** Time allocated for governance/partnership meetings - Local	65%	80%	85%	→

Strategy 5 Details	Reviews			
Strategy 5: Identify talent and intentionally build leadership capacity in highly effective teachers. (ECISD Emerging Leadership Academy)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase quality and preparedness of candidates for our assistant principal bench	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development **Results Driven Accountability - Equity Plan** **Funding Sources:** Stipend for Aspiring Leader in charge of the Academy ($3,000) and TNTP curriculum support ($15,000) - Local - $18,000	40%	60%	60%	→

Strategy 6 Details	Reviews			
Strategy 6: Identify talent and intentionally build leadership capacity in highly effective assistant principals. (ECISD Aspiring Leadership Academy)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase quality and preparedness of candidates for our assistant principal bench	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development **Results Driven Accountability - Equity Plan** **Funding Sources:** TNTP curriculum support - Local - $15,000	25%	25%	25%	→

Strategy 7 Details	Reviews			
Strategy 7: Launch a principal residency program to prepare ECISD's highest-potential teachers to earn the certifications and job-embedded experiences to become top-performing campus leaders.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Intentionally expanding the assistant principal bench with vision-aligned and highly skilled internal candidates.
    Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development
 	
    Funding Sources: Stipend for each Principal Fellow - Local - $75,000, Tuition, books, fees - State Grant
	55%	75%	75%	→

Strategy 8 Details	Reviews			
Strategy 8: Athletic department will begin an Aspiring Head Coaches Academy to increase the learning processes in becoming a head coach.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Retain coaches to the district
Better prepare a coach for the management and leadership of an athletic sports program
    Staff Responsible for Monitoring: Athletic Directors-Athletic Department
 	
    Equity Plan
	✗	100%	100%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
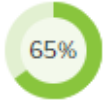
Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years.   **Root Cause**: Lack of intentional coaching and mentoring to support struggling teachers.

District Processes & Programs
Problem Statement 13: 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years.   **Root Cause**: Lack of intentional coaching and mentoring to support struggling teachers.

Perceptions
Problem Statement 4: 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years.   **Root Cause**: Lack of intentional coaching and mentoring to support struggling teachers.

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: ECISD will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

    Evaluation Data Sources: mClass, MAP Growth Assessment, Dyslexia Screener Kinder and 1st grade

Strategy 1 Details	Reviews			
Strategy 1: ECISD will strengthen the instruction in PreK through 2nd-grade classrooms by supporting the campus leaders and campus coaches on the instructional framework implementation, through observation/feedback coaching.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: % of 3rd-grade students achieving the meets or exceeds level in both reading and math on STAAR will increase from (?)% in 2022 to 31% in 2023. **Staff Responsible for Monitoring:** Campus Leadership, EDs of Leadership, Campus Coaches, C&I Specialists, Content Coordinators, Talent Development, EDs of C&I **Funding Sources:** Instructional coaches - Title One School-wide - $2,291,000, Instructional coaches - Title Two Professional Development - $395,000	75%	75%	75%	

Strategy 2 Details	Reviews			
Strategy 2: ECISD will expand their half day PreK 3 year old program in the Fall of 2022 within our 1882 partnership, the Odessa YMCA, with an expected enrollment of 300 students	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: MClass data will show the percent of students who are Kindergarten Ready will increase from 46% to 65% by 2024 **Staff Responsible for Monitoring:** Director of Early Childhood Education, Executive Director of Curriculum and Instruction	65%	65%	65%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: ECISD will implement innovative instructional models which enable personalized learning for all students.

Strategy 1 Details	Reviews			
Strategy 1: ECISD will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments Formative Assessments Aggressive Monitoring	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student outcomes for all grades and content areas by 10% each school year. **Staff Responsible for Monitoring:** Executive Director of Assessment, Campus Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** NWEA Map Growth - Local - $500,000, Double Blocked classes for remediation, Tutoring, Summer programs, Supplemental materials, assessments, software fees and contracts - State Comp Ed - $1,600,000, Social Workers, SAS Counselors, Communities in schools - State Comp Ed - $2,800,000	95%	95%	95%	100%

Strategy 2 Details	Reviews			
Strategy 2: ECISD will implement year one work for establishing the foundation for personalized learning all students, teachers, campus leaders and district leaders. The strategies include the following:	**Formative**			**Summative**
Blended Learning Balanced Literacy Develop competencies for students, teachers, and leaders for personalized learning	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: % of students' EOY RIT scores met or exceeded the individual growth projects on MAP will increase from 54% in 2022 to 56% by Spring 2023. % of 3rd-grade students achieving the meets or exceeds level in both reading and math STAAR will increase from 28% in 2022 to 31% in Spring 2023. % of 6th-grade students achieving in the meets or exceeds level in reading and math on STAAR will increase from 29% reading in 2022, 33% math in 2022 to 30% in reading, and 39% in math by Spring 2023. % of 8th-grade students achieving the meets or exceeds level in reading or math on STAAR will increase from 41% reading in 2022, 35% math in 2022 to 47% reading, and 45% math by Spring 2023. **Staff Responsible for Monitoring:** Digital Learning Director, Blended Learning Coordinator, C&I Division, Executive Directors of Leadership, Campus Leadership, Campus Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** Implementation of learning models - State Comp Ed - $50,000, Blended Learning Grant - State Blended Learning Grant - $50,000, Instructional Specialists - Title One School-wide - $2,100,000, Bilingual Instructional Team, Instructional Resources and Supplies - State Comp Ed - $600,000, Instructional Specialists, Reading Coaches, & Dyslexia Program - State Comp Ed - $1,500,000, Dyslexia Program - State Dyslexia Allotment - $575,000	50%	55%	60%	100%

Strategy 3 Details	Reviews			
Strategy 3: ECISD will implement Professional Learning Communities (PLC) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), and plan for student mastery of learning objectives.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Higher level of teacher capacity and understanding of content resulting increasing student outcomes by 10% in all content areas each year. **Staff Responsible for Monitoring:** Campus principals, EDLs, C&I Division, Relay Cohort 1, 2 and 3. **Results Driven Accountability - Equity Plan** **Funding Sources:** PLC implementation and DDI process - Relay funded by TEA - Donated Funds	55%	70%	75%	→

Strategy 4 Details	**Reviews**			
Strategy 4: Strategy 5 ECISD will implement a Virtual Academy to provide quality instruction for our remote learners K-12.		**Formative**		**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased implementation of learning models K-12 to ensure the number of students working on grade level will increase by 10% . **Staff Responsible for Monitoring:** Coordinator of Virtual Learning **Problem Statements:** Student Achievement 8, 9, 10 - Student Learning 4, 5, 6 - District Culture and Climate 6 - District Processes & Programs 9, 10, 11 - Curriculum, Instruction, and Assessment 5, 7, 9 **Funding Sources:** Online tutoring programs, virtual teacher tutors - ESSER III - $10,000,000				✖

Strategy 5 Details	**Reviews**			
Strategy 5: ECISD will continue with high-impact tutoring to provide quality accelerated instruction for students K-12.		**Formative**		**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase the students' growth RIT on NWEA Map and students working on grade level by 10%. **Staff Responsible for Monitoring:** ED of C&I, High-Impact Tutoring Coordinator, Campus Leadership, EDLs of Leadership **Results Driven Accountability** **Funding Sources:** Tutoring Partners, Teachers - ESSER III - $2,000,000, Tutoring Partner - TCLAS - $60,000	80%	80%	85%	➡

Strategy 6 Details	**Reviews**			
Strategy 6: ECISD will implement full-day summer learning for our PK4 - 5th-grade students.		**Formative**		**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase students' growth RIT on NWEA Map reading and math by 2 RIT growth points. **Staff Responsible for Monitoring:** ED of C&I, Summer Learning Principals, High-Impact Coordinator **Funding Sources:** Teachers and Administrators - Title One School-wide, Teachers and Administrators - Local, Materials, Teachers, and Administrators - TCLAS	30%	50%	80%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: 26% of all students achieved meets grade-level standards on 5th grade, 8th grade, and Biology EOC tests in 2021. 36% of all students are achieving at the meets grade-level standard in 5th Grade Science, 8th Grade Science, and Biology EOC tests in 2019. **Root Cause**: PLCs are conducted weekly for science, with the exception of Biology. Reading and Math are prioritized at the elementary schools for PLCs. Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district approved and standards aligned resources. COVID did have an adverse effect on instruction.

Student Learning

Problem Statement 5: 54% of all students in ECISD met their growth targets as measured by the 2022 NWEA MAP. Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP assessment. **Root Cause**: Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district-approved and standards-aligned resources. Instructional frameworks for ELAR and Math were implemented and collaboration is underway for monitoring implementation.

Problem Statement 6: More than 90% of ECISD's K-2 students met their BOY to EOY math growth targets as measured by 2022 NWEA MAP Growth Assessment Less than half of ECISD's K-2 students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Growth Assessment **Root Cause**: K-2 instruction is a priority in ECISD. Hands-on instruction utilizing manipulatives and implementing student discourse is not consistent but improving.

District Processes & Programs

Problem Statement 9: 26% of all students achieved meets grade-level standards on 5th grade, 8th grade, and Biology EOC tests in 2021. 36% of all students are achieving at the meets grade-level standard in 5th Grade Science, 8th Grade Science, and Biology EOC tests in 2019. **Root Cause**: PLCs are conducted weekly for science, with the exception of Biology. Reading and Math are prioritized at the elementary schools for PLCs. Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district approved and standards aligned resources. COVID did have an adverse effect on instruction.

Problem Statement 10: 54% of all students in ECISD met their growth targets as measured by the 2022 NWEA MAP. Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP assessment. **Root Cause**: Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district-approved and standards-aligned resources. Instructional frameworks for ELAR and Math were implemented and collaboration is underway for monitoring implementation.

Problem Statement 11: More than 90% of ECISD's K-2 students met their BOY to EOY math growth targets as measured by 2022 NWEA MAP Growth Assessment Less than half of ECISD's K-2 students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Growth Assessment **Root Cause**: K-2 instruction is a priority in ECISD. Hands-on instruction utilizing manipulatives and implementing student discourse is not consistent but improving.

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: ECISD will utilize SEL focused strategies to increase college, career and military readiness.

Evaluation Data Sources: Attendance data, drop out data, graduation rates

Strategy 1 Details	Reviews			
Strategy 1: SEL support will be provided through various methodologies to ensure psycho-social barriers are removed for students struggling with attendance and academic progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance by 0.5% and credit acquisition **Staff Responsible for Monitoring:** Director of Community Support Services, Executive Director of Guidance and Counseling, Director of Guidance and Counseling, SEL Coordinator **Funding Sources:** CCVYP, Communities in Schools, SAS/ Drop Out Prevention Counselors, Social Workers, Teen Parent Services, Truancy Court, Communities in Schools - State Comp Ed - $3,500,000, SEL Director, Social Workers, Programs targeting Well Rounded & Safe Schools - Title IV - $350,000	**Oct**	**Jan**	**Mar**	**May**
	25%	50%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Students not meeting discipline expectations at the campuses, will have the opportunity to continue their education at grade appropriate alternative campuses when appropriate to continue their education.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will continue to receive instruction, complete credits and be on target to graduate or pass to the next grade level **Staff Responsible for Monitoring:** Executive Directors of Leadership, DAEP and campus administration **Funding Sources:** DAEP program costs, Transition services, SAS counselors - State Comp Ed - $2,500,000, Guidance Counselor - Title One D, Subpart 2, Delinquency Services - $65,000, Guidance Counselor - Title One School-wide - $25,000	**Oct**	**Jan**	**Mar**	**May**
	N/A	N/A	N/A	100%

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: ECISD athletic department has implemented 2Words Character Development for coaches and athletes to go beyond the game. The 2Words Character Development program is built on the core principles of integrity, belief, toughness, relentless effort, excellence, and servant leadership. 2Words is one of the top character development programs in Texas. It has become the official character development curriculum of the Texas High School Coaches Association (THSCA). The goal of the curriculum is to help coaches tackle the biggest issues facing them and their students today. **Strategy's Expected Result/Impact:** Equip students, coaches, and parents with essential tools that will enable a strong emphasis of character development which aims to support next level readiness that closely aligns with our district wide SEL curriculum. **Staff Responsible for Monitoring:** Athletic Department **Equity Plan**	**Oct**	**Jan**	**Mar**	**May**
	60%	70%	75%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
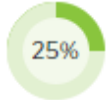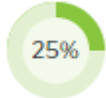
Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: ECISD will create systems that support all graduating seniors to and through college, career and military decisions.

HB3 Board Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Implement while continuously creating, monitoring, and improving systems to *monitor, **track, and ***support ECISD alumni through post secondary and 6 years beyond.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: *Alumni will be monitored through ACCESS and Naviance participation and cooperation, efforts will be made to host Alumni events twice a year. ACCESS and Naviance digital platforms will be used to support ECISD alumni through increased opportunity knowledge, life lessons, and connections to inquire along the journey. Participation by Alumni will increase by 5%. **35% of students will complete post-secondary degree or certification program tracked through National Clearing House. ***The class of 2022 will be supported and involved into the FAB (Foundation and Beyond) efforts to support individual alumni. All alumni will be invited to post videos to create a resource in ACCESS for all current ECISD students. the FAB Project to allow students to opt into the coaching/mentoring system after high school graduation. We will establish a baseline with the Class of 2022. **Staff Responsible for Monitoring:** Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator	25%	50%	75%	→

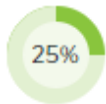| Strategy 2 Details	Reviews			
Strategy 2: Develop a comprehensive plan to assist students in identifying and enrolling in a CCMR pathway beginning their junior year of high school through college graduation, career onboarding, or military commitment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Percentage of students enrolling in Post-Secondary programs will increase by 10% . ****AVID Electives will meet 25% of Juniors earning their CCMR point and increase 10% each year moving forward. 95% of AVID Senior students will meet CCMR expectations and will be accepted into post-secondary choice while we will increase the number of AVID Junior class meeting CCMR expectations by 10%. **Staff Responsible for Monitoring:** Director of AVID, Executive Director of CTE, Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator **Funding Sources:** AVID program needs to include contracts, supplies and payroll - State Comp Ed - $550,000	25%	50%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: Continue to build strategic and intentional partnerships between ECISD and Institutes of Higher Education (IHE) to collectively support students through their senior year and beyond high school graduation in efforts to complete financial aid.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase FAFSA and TASFA completion rates by 35%. Enrollment Percent supported in Strategy 3. Persistence data supported in Strategy 1 **Staff Responsible for Monitoring:** Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator, Director of AVID	25%	50%	75%	100%

Strategy 4 Details	Reviews			
Strategy 4: Junior and Senior students will be surveyed yearly to assess post-secondary College, Career and Military plans. All students will be given the opportunity to take the ASVAB at least once between grades 10-12. CCMR data will be provided by Information Systems twice a year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All Junior and Senior students will complete surveys in Naviance, and students will be given the opportunity to take the ASVAB. **Staff Responsible for Monitoring:** Executive Director of CTE, Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator **Funding Sources:** - Local	25%	50%	70%	→

Strategy 5 Details	Reviews			
Strategy 5: Students not meeting Texas Success Initiative readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses. Campuses will offer the TSIA to all Juniors and Seniors and to all Freshmen and Sophomores as needed for College Career Military Readiness. Texas College Bridge online will be used to build college readiness for students who have not been successful in TSI. Texas College Bridge exempts students from the TSI for 24 months and provides CCMR bonus points.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 2023 graduates meeting the TSIA requirements will increase by 5%. **Staff Responsible for Monitoring:** Curriculum Department, Campus Administrators, Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator **Funding Sources:** - Local	25%	5%	5%	100%

Strategy 6 Details	Reviews			
Strategy 6: Middle school through high school students, parents, counselors and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid, TEXAS grant, and TEACH for TEXAS grant to guide their decisions on course selections.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Documentation of completion will be required and submitted to Guidance and Counseling Department. **Staff Responsible for Monitoring:** Campus Administration, Executive Director of Guidance, Counseling and Wellness, Director of Guidance and Counseling, Post Secondary Coordinator **Funding Sources:** - Local	25%	50%	75%	→

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: Students achieving the AP/IB passing standard will increase from _42__ to _47__% by May 2023.

Evaluation Data Sources: 1022-2023 State Accountability
2022-2023 College Board AP Scores Report

Strategy 1 Details	Reviews			
Strategy 1: The Advanced Academic Services Department in conjunction with the AP Campus Coordinator will support AP/IB Teachers in accessing webinars/training from the College Board, TIBS, and NMSI regarding AP and IB resources for the 2022-2023 school year.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased support for teachers as well as students by utilizing the College Board resources will yield an increase in AP exam results. **Staff Responsible for Monitoring:** Advanced Academic Department, Content Coordinators, Curriculum Department, Campus Administration, AP/IB Campus Coordinator	20%		95%	→

Strategy 2 Details	Reviews			
Strategy 2: The Advanced Academic Services Department Specialist will work in conjunction with Curriculum and Instruction to provide job-embedded support and training for Honors teachers to ensure rigorous vertical alignment.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: An aligned Scope and Sequence for Honors Core courses will support Advanced Placement courses to yield an increase in threes, fours, and fives on AP exams **Staff Responsible for Monitoring:** Advanced Academic Department, Content Coordinators, Curriculum Department	20%		80%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 6: 11th/12th Grade students achieving the PSAT/NMSQT/SAT benchmark will increase from __31% to _36% by May 2023.

    Evaluation Data Sources: 2023 College Board Report

Strategy 1 Details			Reviews			
Strategy 1: Advanced Academic Services Department will offer an SAT Bootcamp in the summer and SAT/PSAT Bootcamp fall of 2022 for the top 80 incoming juniors/seniors based on their 10th-grade PSAT scores.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: SAT Bootcamp is scheduled for summer 2022. The expected result of higher SAT students meeting the benchmark. **Staff Responsible for Monitoring:** AAS Dept,, Communications Dept.			50%		25%	→
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 7: ECISD will focus on recovering and reengaging students who have dropped out of school.
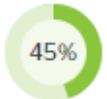
    Evaluation Data Sources: Attendance data, drop out data and credit recovery

Strategy 1 Details	Reviews			
Strategy 1: Provide a drop out recovery program that allows for flexible scheduling, a smaller learning environment and additional tutoring to help Title 1 Pt. A (McKinney Vento Homeless) and English Learners who have dropped out previously.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Title 1 Pt. A (McKinney Vento Homeless) and English Learner graduation rate will increase to 80%.
    Staff Responsible for Monitoring: Director of Community Support Services
 	
    Results Driven Accountability
    Funding Sources: Personnel, supplemental program materials - State Comp Ed - $400,000
	20%	45%	65%	→

Strategy 2 Details	Reviews			
Strategy 2: ECISD will partner with Acceleration Academy, credit recovery/drop-out program, in order to decrease the drop-out rate and increase the graduation rate for the district.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% of students enrolled in the Acceleration Academy will matriculate to graduation. 95% of students enrolled in the Acceleration Academy will meet the CCMR requirement. **Staff Responsible for Monitoring:** Student and School Support Team, Executive Director of Guidance, Counseling and Wellness, Director of Guidance and Counseling	40%			→

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 8: Students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance, specifically targeting 8th grade Social Studies and decrease dropout rates.

    Evaluation Data Sources: Attendance data
    Dropout lever codes
    Credits Earned

Strategy 1 Details	Reviews			
Strategy 1: Community Outreach Center (COC) social workers and specialists and Communities in Schools (CIS) will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Psycho social barriers will be removed so student attendance will be expected to increase to 94%.
 	
    Staff Responsible for Monitoring: Director of Community Support Services; Division of School Support
 	
    Funding Sources: Communities in Schools contract, Community outreach social wokers, drop out prevention counsleors - State Comp Ed - $1,000,000
	25%	50%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: COC staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the dropout list.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	10%	20%	45%	→

Strategy 3 Details	Reviews			
Strategy 3: All elementary through middle school campuses will document their interventions for social studies and drop outs through various methods, such as PLC's, tutoring groups, software, social services and counseling their efforts to close the achievement gaps in social studies and drop outs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved performance for Other Special Populations in the area of drop out and social studies. **Staff Responsible for Monitoring:** Principals, teachers **Problem Statements:** Demographics 2 - Demographics 2 - Student Achievement 3 - Student Learning 3, 7 - District Culture and Climate 9 - Perceptions 5 - Curriculum, Instruction, and Assessment 10 - Parent and Community Engagement 1 **Funding Sources:** Homeless support services - Title One Homeless - $80,000, Homeless support and recovery services - State Comp Ed - $1,000,000	N/A	N/A	N/A	→

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: ECISD district attendance rate in 2021 was 92.6%. District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019. **Root Cause**: Social-emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than the state average.

Student Learning
Problem Statement 3: OSP students (military, foster care, and homeless) are not graduating at the same rates as all students and are dropping out at higher rates than all students and have higher failure rates on STAAR than their peers. **Root Cause**: OSP students are not tracked separately from all students to ensure their success and face social emotional challenges outside of school that impacts their learning.
Problem Statement 7: ECISD district attendance rate in 2021 was 92.6%. District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019. **Root Cause**: Social-emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than the state average.

Perceptions
Problem Statement 5: ECISD district attendance rate in 2021 was 92.6%. District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019. **Root Cause**: Social-emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than the state average.

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 9: ECISD will develop and begin implementing a vision for the future of choice schools that connects to the district's broader vision for student success and considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

Strategy 1 Details	Reviews			
Strategy 1: Complete a districtwide Quality Seats Analysis (QSA), as defined by the System of Great Schools program, which includes academic performance and growth data, an analysis of long-term academic trends, historical enrollment data, community input, and other measures.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Produce a comprehensive report covering the current state of every school within ECISD to be shared with district leadership and utilized as the foundation for future decision-making regarding change initiatives in both neighborhood and choice schools. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support	80%	80%		→

Strategy 2 Details	Reviews			
Strategy 2: Utilize the Quality Seats Analysis (QSA) to define multi-year district priorities and goals in order to deliver high-quality, best fit schools for every student in ECISD.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Produce a rank-ordered list of district priorities (and a timeline for their completion) which align with ECISD's System of Great Schools "North Star Goal" and can be accomplished over a 3-5 year implementation period. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support	70%	80%		→

Strategy 3 Details	Reviews			
Strategy 3: Continue to implement high-fidelity charter authorizing policies, in alignment with Board Policy ELA, in order to oversee the work of previously-approved operating partners as well as identify opportunities for potential new partnerships to benefit ECISD students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Collect substantive data in both quantitative and qualitative formats in order to support renewal, non-renewal, and termination decisions. Meet all stated documentation requirements of Board Policy ELA, TEA, and state and federal grant providers. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support, Director of Choice and Partnership Schools	30%	50%		→

Strategy 4 Details	Reviews			
Strategy 4: Develop and implement the annual Call for Quality Schools (CQS), which explains the district's needs and the rigorous evaluation process aligned with authorizing best practices, provides opportunities for community input, and allows for a fair and equitable evaluation process for all potential partners.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: ECISD will receive multiple CQS applications from highly-qualified applicants in response to the Call, fully evaluate those potential partners, and select the applicant that best meets the needs of ECISD schools and students. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support	N/A	N/A		→

Strategy 5 Details	Reviews			
Strategy 5: Based on the final Quality Seats Analysis (QSA), the Student and School Support Team, in collaboration with the Executive Directors of Leadership, will execute at least one strategic School Action.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: One or more campuses with be newly-established or restarted in new and innovative ways to better support the identified needs of ECISD students. School Action Fund (SAF) grant funds may be utilized in order to further these efforts. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support, Executive Directors of Leadership	N/A	30%		→

Strategy 6 Details	Reviews			
Strategy 6: Develop new mechanisms to help ECISD families choose high-quality, best fit schools for their children.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The annual publication of School Choice information in web-based and printed formats, which is clear and accessible to parents and families. Host multiple in-person and/or virtual opportunities for parents and families to learn about school options within ECISD. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support, Director of Choice and Partnership Schools	30%	80%		→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 10: (INFORMATION IMPACTED BY THE WAIVER SUBMISSION. THIS INFORMATION WILL BE RELEASED IN JUNE) The four-year graduation rate will increase from 83.7% for the graduating class of 2018 (reported in 2019 TAPR) to 90% for the graduating class of 2024 (reported November 2025)

HB3 Board Goal

Evaluation Data Sources: The percentage of first-year freshmen leaving grade 9 with Algebra I credit will increase from 88% (2020) to 95% by August 2024.
The percentage of first-year grade 9 students earning 6 or more credits will increase from 90.7% (2020) to 96% by August 2024.
The percentage of second-year high school students earning six or more credits will increase from 89.2% (Class of 2022 with 12+ Credits) to 95% by August 2024.

Strategy 1 Details	Reviews			
Strategy 1: Each high school campus will monitor, track, and intervene on behalf of all 9th graders predicted to leave their freshman year without an Algebra I credit or 6+ credits overall. These monitoring and intervention strategies will also be applied to second-year high school students failing to earn 6 or more credits (12 total).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 95% of all freshmen will leave ECISD schools with 6+ credits, one of them being Algebra I. 95% of all sophomores will earn a minimum of 12 credits. **Staff Responsible for Monitoring:** Professional School Counselors **Results Driven Accountability - Equity Plan**	25%	50%	75%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 11: Restart and redesign select failing schools using research-based strategies to rapidly boost student performance and improve campus ratings to 80% (B) at a minimum by the end of 2023

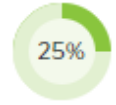   **Evaluation Data Sources:** TEA Accountability ratings

Strategy 1 Details				Reviews			
Strategy 1: Create and implement the ECISD RISE program.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve participating campus ratings to 80% (B) at a minimum by the end of 2023				**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Directors of Leadership **Results Driven Accountability - Equity Plan** **Funding Sources:** ESF Grant - Title One School- Improvement - $2,500,000				N/A	N/A	N/A	100%

Strategy 2 Details				Reviews			
Strategy 2: Redesign four struggling campuses using a blended learning model through the support of a technical assistance provider.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: A minimum of 80% of all students at each school site will engage in personalized blended learning throughout the school day. **Funding Sources:** ESF Redesign Implementation Grant - State Comp Ed - $1,500,000							→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 12: The percentage of students enrolling in postsecondary programs after high school graduation will increase by 5% year over year.

HB3 Board Goal

Evaluation Data Sources: National student clearinghouse postsecondary enrollment
State accountability and HB3 outcomes bonus

Strategy 1 Details	Reviews			
Strategy 1: Develop tracking tools to collect current student college and career ready accountability indicators: SAT, TSIA, Dual Credit, IBCs, Level 1 or II certificates, College Prep Math/ELA, SpEd graduation plan, college enrollment.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Postsecondary enrollment the year after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR Coordinator, Exec Director of Accountability **Funding Sources:** Data dashboard - State CCMR Allotment - $85,000		25%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Train all stakeholders in the use of the developed CCMR tracking tools, such as CCMR data dashboards and CCMR student data cards, to support students with their CCMR goals.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Postsecondary enrollment the year after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR Coordinator, Exec Director of Accountability **Results Driven Accountability - Equity Plan** **Funding Sources:** CCMR data dashboard - State CCMR Allotment - $100,000		10%	70%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 13: The percentage of students identifying and enrolling in college or career pathways by their sophomore year will increase by 5%.

HB3 Board Goal

Evaluation Data Sources: Students enrolled in dual credit/advanced coursework and successfully taking AP exams with a score of 3 or higher, the number of IBC's earned, level 1 & 2 certificates earned, Naviance student survey data, students enrolling in CTE programs with career pathways aligned to regional workforce needs and student interest using Naviance survey data.

Strategy 1 Details	Reviews			
Strategy 1: Identify CTE programs with career pathways aligned to regional workforce needs and student interest. Train all stakeholders on the identified CTE programs and career pathways to promote career pathway awareness.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The percentage of students enrolled in CTE programs with career pathways will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR coordinator, Exec Director of Accountability **Results Driven Accountability - Equity Plan** **Funding Sources:** - State CCMR Allotment - $85,000		5%	45%	→

Strategy 2 Details	Reviews			
Strategy 2: Develop college readiness tracking tools and checklists. Train all stakeholders on college readiness tools, checklists, and pathways to promote postsecondary enrollment after high school.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The percent of students enrolling and successfully completing advanced coursework/advanced exams/dual credit courses will increase by 10%. The percentage of students enrolling in postsecondary programs after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR Coordinator, Executive Director of Accountability **Results Driven Accountability - Equity Plan** **Funding Sources:** - State CCMR Allotment - $85,000		5%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue