

El Campo Independent School District
District Improvement Plan
2013-2014



BOARD APPROVAL DATE: OCTOBER 15, 2013
PUBLIC PRESENTATION DATE: OCTOBER 15, 2013

**EL CAMPO INDEPENDENT SCHOOL DISTRICT
DISTRICT-WIDE EDUCATION IMPROVEMENT COMMITTEE 2013-2014**

Regular Program Elementary Teachers:

Suzanne Brandl – 2nd term, 1st year

Emily Bush – 2nd term, 1st year

Regular Program Secondary Teachers

Brenda Dornak, 2nd term, 1st year

Stephanie Jensen – 2nd term, 1st year

District's Special Program Teachers

Manuela Sanchez, 2nd term, 2nd year

Senae Farrar, 2nd term, 2nd year

Non-Teaching Campus-based Professionals

LaWanda Mikulenska – 2nd term, 2nd year

Dellinda Hyer, 2nd term, 2nd year

Parent Representatives

Sloane Kubala

Alma Torres

Community Representative

Gloria Harris

JoAnn Treybig

Business Representative

Rick Graff

Becca Socha

Assistant Superintendent for Instruction

Kelly Waters

Director of Federal Programs

Carolyn Gordon

Superintendent

Mark Pool

Mission Statement

The mission of El Campo Independent School District, "Home of the Ricebirds", is to provide all students the education opportunity and motivation to learn the skills necessary for academic and vocational excellence.

Vision

Striving for Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

El Campo Independent School District is a 3A rural school district comprised of 3591 students. El Campo is in Wharton County, along the Gulf Coast of Texas. We are ethnically diverse - 60% of our student population is Hispanic, 12% is African American, 27% is White and 1% two or more. Our district currently has 52% male students and 48% female students. 10% of our student population is English language learners and 64% of our students are Economically Disadvantaged. All three of our elementary schools are schoolwide Title I campuses.

Demographics Strengths

El Campo ISD has equitable representation of both male and female students. Students enrolled by program are as follows: Bilingual/ESL Education 11%; Career & Technical Education 22%; Gifted & Talented Education 11%; and Special Education 8%

The provision of services by interventionists (reading and mathematics), inclusion teachers, RtI, Bilingual/ESL/Migrant, and Curriculum Coaches is a strength for each campus.

Demographics Needs

El Campo ISD needs to recruit more Hispanic and African American teachers and paraprofessionals to better reflect the demographics of the student population. The high percentage of students who meet Economically Disadvantaged status continues to present challenges. Our Economically Disadvantaged population is increasing each year.

Student Achievement

Student Achievement Summary

El Campo ISD met standard on all four Index, Index 1-71, Index 2 - 31, Index 3 - 63 and Index 4- 88. All campuses will continue to disaggregate and analysis data to improve student performance. We use Academic Excellence Indicator System (AEIS), Performance Based Monitoring Analysis System (PBMAS), formative and summative assessments as a source of data to discern needs and strengths. El Campo ISD has made a concerted effort to have additional training for our teachers in all content areas especially in the area of Writing.

Student Achievement Strengths

TEKS Resource System: The focus on providing a guaranteed and viable curriculum as powered by TEKS Resource System decreasing the “lottery” effect of the quality of students’ education being dependent on any one teacher and increasing the probability that all students’ academic achievement is improving.

Teachers, Instructional Coaches, Administrators and RtI Committees actively review data throughout the year to monitor and adjust student performance. All staff have been trained in the use of Eduphoria Software and have the ability to review data for all assessments. Scheduled planning time has been provided for each campus.

Credit Recovery: El Campo High School has a credit recovery program in place that has been very successful in keeping students from dropping out of school.

Instructional Facilitators: In 2008, the Board of Trustees approved the hiring of instructional facilitators. Four facilitators were hired for the high school, four for the middle school, one for each core content, and four for our elementary schools. These facilitators work closely with content teachers and develop 9 weeks common assessment to help ensure that our instruction maintains alignment. In 2010, the Board approved the hiring of two additional facilitators, one Bilingual/ESL facilitator and one RtI facilitator. The Bilingual/ESL facilitator works with the Bilingual and ESL teachers to help increase student performance with LEP students and the RtI facilitator works with all campuses to ensure our RtI process is followed with fidelity and integrity. An Instructional Technology Specialist role was redefined for the 2012-2013 school year to better support teachers. At the beginning of the 2013-2014 school year, the Instructional Facilitators took on the new role of Instructional Coaches. Instructional Coaches are assigned to each campus working closely with content teachers to help ensure that our instruction maintains alignment.

Student Achievement Needs

Strategies have been identified to improve El Campo ISD's instructional program in the following areas: student engagement; academic rigor; technology integration; differentiated instruction. Targeted students have been identified and will be provided with accelerated instruction.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

El Campo ISD has a long standing reputation of recruiting, hiring and retaining exceptionally talented and capable employees. The past few years the district reports 100% of teachers in core courses as highly qualified at the elementary and middle school level. At the high school level all teachers are highly qualified with the exception of one teacher. The Human Resources Department and Campus Administrators conduct intensive screening and interviewing processes followed by high-quality mentoring to ensure that all new employees meet the high standards that the district requires and that our community expects.

Professional development for employees at all levels is a high priority.

Staff Quality, Recruitment, and Retention Strengths

El Campo ISD has a low turnover rate each year. 3% are beginning teachers, 15.2% of our teachers have 1-5 years of experience, 22.7% 6 to 10 years of experience, 30.7% 11 to 20 years experience and 28.4% with over 20 years of experience.

Staff members are encouraged to collaborate and plan together.

El Campo ISD pays a stipend to the Bilingual teachers and pays for any teachers taking and passing their ESL certification. El Campo ISD also pays stipends for teachers with additional responsibilities.

El Campo ISD employs police officers for our secondary campuses.

Staff Quality, Recruitment, and Retention Needs

- El Campo ISD's staff demographics are not reflective of our student demographics.
- Teachers need additional support, training and resources in order to continue formative assessment that leads to student ownership of the learning process.
- Teachers and administrators need additional training in the effective use of technology devices in classrooms.
- Additional training in effective Walkthroughs is needed for all administrators.
- All instructional staff needs additional training in strategies to improve behavior and motivation of students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

El Campo ISD is able to offer a variety of programs throughout the district. The district mandates use of TEKS Resource System by all teachers. The teachers are able to use the Vertical Alignment Documents to be aware of the content delivered in the prior year, as well as content students should move to the next grade prepared for. Teachers are required to use the Instructional Focus Documents to plan by grade and content to develop collaborative, comprehensive lesson plans as a basic structure for teachers to then individualize to meet their student needs. The district shifted from 9 week common assessments to common unit assessments developed by content teams. In addition, a district summative assessment is administered each semester. Results are disaggregated by campus administration, instructional coaches, content PLC and individual teachers to look for strengths and needs across the curriculum and ways to address deficit areas.

Curriculum, Instruction, and Assessment Strengths

TEKS Resource System provides a guaranteed and viable curriculum decreasing the "lottery" effect of the quality of students' education being dependent on any one teacher and increasing the probability that all students' academic achievement is improving. In grade level and content area PLCs where TEKS Resource System, collaboration, and formative assessments are consistently used with students there is significant growth in student achievement. Scheduled dates and time are designated for teachers to plan, share strategies, collect and analyze data. Inclusion and ESL teachers are included in the PLCs to assist with differentiating based upon each individual student's needs.

Curriculum, Instruction, and Assessment Needs

Teachers continue to need support and training in how to deliver meaningful instruction to the rigor and depth that will be necessary for students to be successful on the new state assessments. Targeted professional development, such as inclusion, differentiated instruction, student engagement, sheltered instruction must be provided to assist teachers with implementing research-based effective strategies for addressing the needs of all student groups. An increase in Formative Assessments and more frequent monitoring of student progress and timely interventions.

Family and Community Involvement

Family and Community Involvement Summary

There are many forms of parent involvement within El Campo ISD. The district has some very active parent groups including booster clubs, PTO, site-based teams and advisory committees. All campuses have scheduled parent conference nights and school programs. The district uses an automated School Messenger system to keep parents informed of campus and district activities and expectations. In addition, the Skyward Family Access allows parents to have up-to-date information regarding grades and attendance. The district and campus websites are also keep up-to-date with current events.

Each year Region 3 holds a Parent Involvement Conference. El Campo ISD Parent Liaison is instrumental in providing transportation for parents attending this conference. Parents are also provided the opportunity to attend the Statewide NCLB Parental Involvement Conference. These conferences focus on parenting skills and academics for their children. This conference was also enlightening to the parents of students in low socioeconomic families because of the emphasis on the importance of education and open communication with their child's school.

Our community members have opportunities to receive information and be involved in our district in a variety of ways, including: the District Site Based Decision Making Committee, the district's participation in community organizations, our presence at community events, communication on local radio stations and district and campus web-sites.

Another area of community involvement for El Campo ISD is with our local private school. The District strives to maintain a cooperative working relationship with the area private school. Each year, St. Philips, the private school in El Campo chooses to participate in Title I, Part A, Title II-A, and Title II-D services by using their fair share of the funds to utilize professional development workshops through Region 3. In addition to these services, any professional development that is held on ECISD campuses is open to St. Philips teachers to attend. St. Philips also uses their share of money to purchase instructional materials. Our district meets with the private school two times a year to review programs and discuss campus needs.

Family and Community Involvement Strengths

The El Campo ISD and campus websites provide up-to-date information concerning the activities that take place in the district, at each campus, and in each classroom.

Parents have access to Skyward, the district's gradebook program. Parents have immediate access to their child's grades, attendance, and behavior.

Family Literacy Academy has been a very positive program especially for our Bilingual parents.

The district purchased School Messenger several years ago which allows each campus and the central office the ability to inform all parents of important information in a matter of seconds.

Family and Community Involvement Needs

As families become more busy and diverse, a greater variety of avenues for communication need to be developed that honor the preferences of parents from different generations.

Parent education and accessible resources for parents need to be provided at each Title I campus and across the district. Staff development and training in effective parental involvement must be provided for effective implementation of strategies.

Survey needs to be developed to help the district determine the needs and strengths of the district and gauge the climate and culture of our campuses.

We have a need for business and community entities to be further represented and active on our District and Campus Site Base Teams.

Technology

Technology Summary

The Technology department provides technical support, training and technology resources to the school district under the supervision of Turk Krenek, Director of Technology, Donald Oldag, Network Manager, Bobby Loehr, Computer Tech, and Chris Skinner, Instructional Technology Specialist.

Technology Strengths

El Campo ISD has done significant network upgrades at all campuses via eRate and local funding.

El Campo ISD has upgraded all campus/department telephone and/or intercom systems.

El Campo ISD has a mass calling system for announcement and notifying parents that their child was absent

The following are programs or systems in place at El Campo ISD: Project Share; NET 3; Skyward; Eduphoria; Quizdom Responders; projectors and document cameras; Wireless access on all campuses; SmartBoards at all campuses

Technology Needs

Update of older technology equipment across the district especially computers in classrooms

Purchase additional classroom computers as needed, iPads or LearnPads for students, etc.

Continue to increase technology integration into the curriculum across the grade levels and subject areas in order to meet TEKS requirements.

Provide students training and instruction so that students have the skills to be competitive as they go into higher education and/or into the work force.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

- District goals
- Campus goals
- AEIS data - longitudinal
- TAPR (AEIS) data - current
- AYP data
- PBMAS data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Drop-out rates
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- District committee meeting discussions
- Student failure and/or retention rates
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Study of best practices
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Linguistically Accommodated Testing (LAT) data
- Texas English Language Proficiency Assessment System (TELPAS) results
- End-of-Course (EOC) Assessments results
- Advanced Placement (AP) and/or International Baccalaureate (IB) test results
- SAT and/or ACT test results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility











- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- College Readiness Data
- Class size data
- Texas STaR Chart
- NCLB Report Card data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- Completion Rates / Graduation Rates
- RTI Committee Minutes & Intervention Processes
- STAAR Data Released from TEA
- AMAOs Data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and/or STAAR L test results
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Dyslexic population, including performance, discipline, attendance and mobility
- Response to Intervention (RtI) data

Goals












Goal 1: The students of El Campo Independent School District will show performance gains based on scores on STAAR, EOC, SAT, as well as other state and national tests. We will narrow achievement gaps and graduate students who are college and career-ready.

Performance Objective 1: El Campo Independent School District will increase student performance in reading and mathematics for all sub groups, meeting the required improvement goal set by AYP guidance and will increase student performance in all content areas as measured by the State Accountability System . In addition, ECISD staff will embrace the use of technology during instruction so that the work designed for students is more engaging.

Summative Evaluation: The State Accountability data and Federal Accountability data reflecting student performance for the 2013-2014 school year will show increases in academic performance.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
System Safeguard Strategy 1) Provide supplemental staff as needed to support struggling students in reading and math instruction.	Campus administrators	List of supplemental personnel				
	Funding Sources: Title I, Part A, Title II, Part A funds, State Comp Ed, IDEA B, Title I, Part C, General funds					
2) Request additional monies from State Compensatory and grants for areas of identified need in order to purchase instructional materials to enhance student performance, i.e., instructional materials, manipulatives, technology hardware and software, etc.	Assistant Superintendent for Instruction; Director for Federal Programs	Campus needs assessment; Purchase orders				
	Funding Sources: Title I, Part A, Title I, Part C, Title III, Part A funds, Title VI, Part A funds, State Comp Ed, IDEA B					
3) Instructional Coaches will model teach and offer suggestions to other teachers at principal request.	Campus Principals	Adjustments made to instructional deliveries in documented walkthroughs				
System Safeguard Strategy 4) Integrate ELPS (English language Proficiency Standards) to provide a common framework for integrating language and content instruction for English Language Learners. Continue to provide additional assistance in all core content areas to ELLs (English Language Learners).	Bilingual/ESL Coordinator	TELPAS				
	Funding Sources: Title III, Part A funds, Bilingual funds					
5) Continue to update, inform, and prepare teachers via professional development, TEA websites, and planning meetings for the STAAR/EOC exams given this year and upcoming years.	Campus Administrators	List of trainings attended and agendas of PLC's				
	Funding Sources: General funds, Title I, Part A, Title II, Part A funds, Title VI, Part A funds					

<p align="center">System Safeguard Strategy</p> <p>6) Continue to offer additional support for at-risk students through campus tutorial programs and extended learning opportunities that run before and/or after school and during the summer.</p>	Campus Principals	Schedule of tutorials; List of at-risk students				
	Funding Sources: Title I, Part A, State Comp Ed, Bilingual funds					
7) Each teacher will receive a formal observation and a minimum of 4 walk-throughs completed each year with critical conversations regarding areas of strength and need as warranted.	Campus Principals	Increase in student performance and engagement				
<p>8) Continue to implement and utilize TEKS Resource System and schedule dates to allow content area teachers, CTE teachers, and facilitators to meet, plan, analyze data, and make necessary decisions and adjustments during curriculum planning days every 9 weeks and on designated data-analysis days.</p>	Campus Principals; Campus Facilitators	Agendas, Sign-in sheets, minutes, lesson plans, and data				
	Funding Sources: General funds					
<p align="center">System Safeguard Strategy</p> <p>9) Implement accommodations, modifications, inclusion support, and interventions to accelerate special education students and decrease the achievement gap between special education students and non-special education students.</p>	Campus Principals; Special Education Director	Campus, State and Federal assessments				
	<p>10) Increase access to digital tools and digital content through technology.</p>	Campus Principals; Instructional Technology Specialist	Walkthroughs, professional development on technology device			
Funding Sources: State Comp Ed, Title VI, Part A funds, General funds						
<p>11) Utilize Region 3 ESC and TEA staff to provide requested technical assistance in improvement plan development and implementation.</p>	Campus Principals; Assistant Superintendent for Instruction; Director for Federal Programs	Documented contact				
	Funding Sources: General funds					
<p>12) Develop and administer meaningful authentic assessments in formats other than multiple choice.</p>	Classroom teachers	Common assessment results				
	Funding Sources: General funds, IDEA B					
13) Disaggregate and interpret 2012-2013 STAAR performance by grade, cohort group, subpops, and student expectations so that the analysis can then be utilized to make instructional decisions.	Campus Principals; Instructional Coaches	Increased STAAR performance in all areas.				
<p align="center">System Safeguard Strategy</p> <p>14) Identify Special Education students who are within 10% of meeting Level II State Assessment standards and review with general education and special education teachers.</p>	Campus Principals	Increase in the number of Special Education students meeting Level II standards				












<p align="center">System Safeguard Strategy</p> <p>15) Provide instructional coaching and feedback to inclusion teachers regarding targeted students. Include feedback discussion on how to challenge each student to the most rigorous version of State Assessments in alignment with the student's IEP and accommodations.</p>	<p>Campus Principals; Assistant Superintendent for Instruction</p>	<p>Date of meetings, sign in sheets, agendas, list of students</p>				
<p align="center">System Safeguard Strategy</p> <p>16) Identify priority-for-services migrant students who need supplementary interventions.</p>	<p>Bilingual/Migrant Facilitator</p>	<p>Priority-for-Services New Generation System (NGS) reports</p>				
<p>17) Continue to identify and recruit Migrant students through family surveys to ensure that their needs are being met.</p>	<p>Migrant clerk</p>	<p>Migrant survey; List of Migrant students</p>				
<p>Funding Sources: Title I, Part C</p>		<p>Funding Sources: Title I, Part C</p>				
<p align="center">  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p>						

Goal 2: El Campo Independent School District will create a performance culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in the district's quest for excellence.

Performance Objective 1: El Campo ISD will build a high performing data culture by continuing to provide opportunities for all employees to collaborate to construct their understanding of student-learning processes and provide professional development based upon the results of the data as well as teachers' individual needs.

Summative Evaluation: PDAS Teacher Self Reports reflect that professional development attended and/or received met individual teacher needs.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
System Safeguard Strategy 1) Ensure that professional services and instructional materials are provided to special needs populations (such as identified At-Risk, Migrant, Special Ed., Dyslexia, Bilingual/ESL, Gifted and Talented, 504 students, CTE students).	Campus Principals	SBDM minutes, list of programs, requisition forms				
	Funding Sources: Title I, Part A, Title II, Part A funds, Title III, Part A funds, Title I, Part C, General funds, CTE funds					
2) Provide staff members the opportunity to attend professional development for continued professional growth to attract and retain high quality highly qualified teachers.	Assistant Superintendent for Instruction; Director for Federal Programs	Staff development forms, Absence from duty reports				
	Funding Sources: Title I, Part A, Title II, Part A funds, Title VI, Part A funds, General funds, IDEA B, CTE funds					
3) Provide professional development to address instructional processes/pedagogy, differentiated instruction, and cultural awareness/sensitivity through the purchase of PD360.	Campus Principals; Assistant Superintendent for Instruction; Dean of Instruction; Campus Instructional Coaches	Teachers certificates, dates of PD360 training sessions				
	Funding Sources: General funds, Title I, Part A, Title II, Part A funds, Title VI, Part A funds					
System Safeguard Strategy 4) Each core teacher will utilize Data Analysis and Action Plan document to disaggregate their classroom scores, create a plan for improvement, and conference with campus administration regarding common assessment results and plan.	Campus Principals, Teachers	Increased performance on common assessments				
	Funding Sources: Title II, Part A funds, Title VI, Part A funds, General funds, CTE funds					
5) Provide technology training to show teachers how to use technology to engage their students during instruction. Instructional Technology Specialist will be available to provide support for teachers weekly.	Campus Principal, Instructional Technology Specialist	Increase in the level of student engagement and student academic success.				
	Funding Sources: Title II, Part A funds, Title VI, Part A funds, General funds, CTE funds					

6) Use Eduphoria Forethought to submit lesson plans to administrators electronically in either the 5E or Balanced Literacy template.	Campus Principals	Lesson plans submitted in correct format				
Funding Sources: General funds						
7) Provide opportunities for staff to participate in scientifically research based professional development focused on improving instructional programs and increasing student engagement.	Campus Principals; Assistant Superintendent for Instruction	Documentation of professional development provided; sign-in sheets				
Funding Sources: Title I, Part A, Title II, Part A funds, Title I, Part C, Title VI, Part A funds, Title III, Part A funds, State Comp Ed, General funds, Title III, Part A funds, IDEA B						
System Safeguard Strategy 8) Analyze and use current and ongoing data to share success, to make the necessary adjustments to instructional delivery, to engage students in learning and decision making, to actively monitor students, and to improve student achievement.	Classroom teachers; Campus administrators; Assistant Superintendent for Instruction	PLC's minutes, agendas, sign-in sheets				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 3: El Campo Independent School District shall provide an environment where all students feel safe and the atmosphere is conducive to learning. El Campo ISD will provide safety measures at all facilities and all school related events.

Performance Objective 1: El Campo ISD will continue to provide a safe, welcoming, student-focused environment where students feel safe and are excited about attending their classes. SRO officers, administrators, teachers, and staff will interact positively with students, thus building relationships of trust with students.

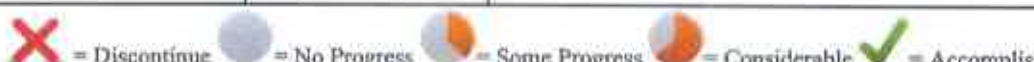
Summative Evaluation: District Safety Audit and parent surveys will serve as evidence that El Campo ISD has a safe environment that is conducive to learning.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) District and campuses will continue utilizing Phone Messenger system to improve parental contact in emergency situations (ie. bad weather, physical plant problems, security breaches.)	Campus Principals	Ongoing use of phone system				
	Funding Sources: General funds					
2) Review and update the Crisis Management Handbook to reflect the Multihazard Emergency Operation Plan.	Campus Principal	Compliant Emergency Operation Plan; updated as needed				
	Funding Sources: General funds					
3) Conduct crisis management training with campus crisis teams; evaluate and implement plans to enhance student preparedness training, such as lockdowns.	Campus Principals	Training records				
	Funding Sources: General funds					
4) Continue bullying prevention activities and announcements that target both physical bullying and cyberbullying. Address bullying complaints according to State law.	Campus Principals; Campus Counselors	Dates of announcements; Counselors schedule; Lesson Plans				
	Funding Sources: General funds					
5) Continue to provide teachers the opportunity to attend Capturing Kids Hearts.	Campus Principals; Assistant Superintendent for Instruction	Dates of training				
	Funding Sources: State Comp Ed, Title I, Part A, Title II, Part A funds, Title VI, Part A funds					
6) Provide training for all staff in recognition and prevention of harassment including: disability, sexual, dating violence, child abuse reporting, and bullying.	Campus Principals	Dates of training; agenda				
	Funding Sources: Title II, Part A funds, General funds, IDEA B					
7) Conduct announced and unannounced lockdown drills at all campuses to evaluate student and faculty preparedness training.	Campus Principals	Schedule of announced and unannounced dates				
8) Ensure that designated campus personnel are trained to be in compliance with SB 1196, the Texas State Behavior Initiative; the law requires campuses to have personnel trained in behavioral interventions and containment relative to all students.	Campus Principals	Schedule of training and certificates				
	Funding Sources: IDEA B, General funds					

Goal 4: El Campo Independent School District will use a Learning Community model of organizational structure to empower those closest to the point of action. With a district-wide commitment to continuous improvement and a shared accountability system in place, the district shall employ best practices of pedagogical and administrative principles to make optimal use of district resources and taxpayers dollars.

Performance Objective 1: El Campo ISD will continue to commit to the practice of utilizing Professional Learning Community (PLC) to collaborate with peers and administrators to share best practices, demonstrate leadership skills, set meaningful goals for student learning, and use multiple measures to assess progress toward those goals.

Summative Evaluation: The following will serve as evidence of PLC: Schedule, agenda, and sign-in sheets for PLC meetings






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
System Safeguard Strategy 1) Provide time for the Response to Intervention (RTI) committee to review intervention logs, provide instructional strategies and place each special needs student in his or her least restrictive environment.	RTI Facilitator; Campus Principal	List of students in program; Schedule of meetings	✓	✓		
2) Provide additional planning time every 9 weeks to facilitate analysis of TEKS Resource System curriculum IFD's and develop lesson plans with sufficient rigor to prepare students for STAAR and subsequent grade level.	Campus Principals; Campus Facilitators	Planning calendar, sign in sheets, agendas, lesson plans	✓	✓		
3) Structure PLC (Professional Learning Community) meetings where teachers are given opportunities to collaborate, address concerns, and make decisions; and student's individual needs are being successfully met.	Campus Principals	Schedule/dates for designated meetings, agendas, sign-in sheets, and minutes	✓	✓		
						

Goal 5: The relationship between teachers, students, and parents is at the center of what school is about. The Board, Administration, and Support Staff exist to serve this relationship, and the environment in which it occurs. The district will increase confidence and respect as it improves transparency, accountability, and meaningful engagement with the community.

Performance Objective 1: El Campo ISD will continue to reach out to parents in the diverse communities and strengthen open lines of communication in efforts to increase parent involvement.

Summative Evaluation: Increased Parent Involvement will be measured through agendas and sign in sheets from parent meetings and parent involvement opportunities.












Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Increase parents' access and use of the Family Access online program to stay informed of their children's grades and attendance, as well as promote use of email system through Skyward by teachers for parent communication.	Campus Principals and Instructional Technology Specialist	Increase in parent access				
Funding Sources: General funds						
2) Campuses will continue to provide newsletters in parents' native languages.	Campus Principals	Newsletters				
Funding Sources: General funds						
3) All campuses will continue to monitor attendance and call parents if students are absent more than two consecutive days.	Campus Principal and Campus Counselor	Attendance reports; Contact logs; PEIMS report				
4) Continue implementation of Family Literacy Academy to increase parent and child literacy and technology skills for ECISD parents and children	Campus Principals; Lisa Hernandez, Bilingual/ESL Facilitator	Scheduled dates, Sign-in Sheets				
Funding Sources: Bilingual funds, Title I, Part C, State Comp Ed						
5) Increase contact with the home by way of telephone and/or home visits to involve and to work with parents of students in need.	Campus Principals; Campus Counselors; Parent Liaison	Records of home visits, Telephone logs				
6) Continue to host parent/teacher conferences two times a year, one in the fall and one in the spring.	Campus Principals	Dates of conferences; sign-in sheets				
7) Offer and provide transportation for parents to attend the annual Region 3 Parent Involvement Conference.	Parent Liaison, Migrant Clerk	List of parents attending conference				
Funding Sources: Title I, Part A, Title I, Part C, State Comp Ed						

8) Continue to consult with the Migrant parent advisory council (PAC) in planning and implementation of education programs that meet student needs.	Migrant Coordinator	Minutes of PAC meeting, Sign-in sheets, Meeting dates	✓	✓		
	Funding Sources: Title I, Part C					
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 6: With an unwavering focus on our mission and goals, El Campo Independent School District will create a shared sense of community and direction among personnel, parents, students, and the public. The district realizes that people are its most valuable resource and place strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.

Performance Objective 1: El Campo ISD will continue to align with the District's vision and continue to hold high standards for teachers as well as high expectations for our students, parents, and community. A strong emphasis will be placed on retaining quality teachers and holding every stakeholder responsible for helping El Campo ISD move forward in a positive direction.

Summative Evaluation: The district's purpose, values, and expectations are shared and understood by the adults in the system and are communicated to parents, community organizations, and local media.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to recruit and select only teachers and paraprofessionals new to ECISD that meet the definition of Highly Qualified.	Campus Principals; HR Director	List of certified personnel; List of personnel who are working toward additional certification				
Funding Sources: Title II, Part A funds						
2) Continue to promote communication of district events on district and campus websites	Campus and District Webmasters	Increase in usage of website				
3) Continue to provide funding for additional teachers to become Bilingual/ESL certified in order to increase the number of certified Bilingual/ESL teachers in the district.	Director for Federal Programs	Increase in the number of teachers with Bilingual/ESL certification				
Funding Sources: Bilingual funds						
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide supplemental staff as needed to support struggling students in reading and math instruction.
1	1	4	Integrate ELPS (English language Proficiency Standards) to provide a common framework for integrating language and content instruction for English Language Learners. Continue to provide additional assistance in all core content areas to ELLs (English Language Learners).
1	1	6	Continue to offer additional support for at-risk students through campus tutorial programs and extended learning opportunities that run before and/or after school and during the summer.
1	1	9	Implement accommodations, modifications, inclusion support, and interventions to accelerate special education students and decrease the achievement gap between special education students and non-special education students.
1	1	14	Identify Special Education students who are within 10% of meeting Level II State Assessment standards and review with general education and special education teachers.
1	1	15	Provide instructional coaching and feedback to inclusion teachers regarding targeted students. Include feedback discussion on how to challenge each student to the most rigorous version of State Assessments in alignment with the student's IEP and accommodations.
1	1	16	Identify priority-for-services migrant students who need supplementary interventions.
2	1	1	Ensure that professional services and instructional materials are provided to special needs populations (such as identified At-Risk, Migrant, Special Ed., Dyslexia, Bilingual/ESL, Gifted and Talented, 504 students, CTE students).
2	1	4	Each core teacher will utilize Data Analysis and Action Plan document to disaggregate their classroom scores, create a plan for improvement, and conference with campus administration regarding common assessment results and plan.
2	1	8	Analyze and use current and ongoing data to share success, to make the necessary adjustments to instructional delivery, to engage students in learning and decision making, to actively monitor students, and to improve student achievement.
4	1	1	Provide time for the Response to Intervention (RtI) committee to review intervention logs, provide instructional strategies and place each special needs student in his or her least restrictive environment.

**District-Wide Improvement Plan
Summary of Funds
Salaries and Benefits
2013 - 2014**

STATE COMPENSATORY FUNDS

Campus	Number Personnel	Position	FTE	SCE Funds
District-wide	25	Tutorials & Summer School	2.0	\$70,035
	16	Family Literacy	1.0	\$24,556
		Total District-wide FTE's	3.0	\$94,591.00
High School	1	AVID/Intervention Teacher	1.0	\$45,967
	3	Math Intervention Teachers	.5	\$25,600
	1	ELA/Reading Intervention Teacher	.25	\$13,666
	4	Instructional Coaches	1.0	\$66,153
	3	Paraprofessionals	3.0	\$60,015
	5	AVID Tutorial Aides	.5	\$3,000
		Total High School FTE's	6.25	\$214,401.00
Middle School	1	Learning Lab Teacher	1.0	\$60,967
	2	Intervention Teachers	2.0	\$97,354
	2	AVID Teachers	.25	\$12,488
	1	Teen Leadership Teacher	.375	\$18,732
	4	Facilitators	1.0	\$61,547
	1	AVID Counselor	.5	\$32,962
	1	Paraprofessional	1.0	\$24,057
	5	AVID Tutorial Aides	.5	\$5,000
		Total Middle School FTE's	6.625	\$313,107.00

Northside Elem.	2	Instructional Coaches	1.0	\$65,277
	2	Paraprofessionals	2.0	\$40,491
		Total Northside FTE's	3.0	\$105,768.00
Hutchins Elem.	1	Intervention Lab Teacher	1.0	\$67,086
	2	Instructional Coaches	1.0	\$61,213
	1	Transition Teacher	1.0	\$66,129
	2	Paraprofessionals	2.0	\$38,135
		Total Hutchins FTE's	5.0	\$232,563.00
Myatt Elem	1	Instructional Coach	.5	\$36,520
	2	Transition Teachers	2.0	\$108,491
	9	Paraprofessionals	7.0	\$156,904
		Total Myatt FTE's	9.5	\$301,915.00
DAEP	1	Administrator	1.0	\$64,056
	1	Teacher	1.0	\$50,642
	1	Paraprofessional	1.0	\$15,273
			3.0	\$129,971.00
OTHER				
Contracted Serv.		Software & Consultants		\$41,765
		Health Services		\$2,000
Supplies & Materials		Instructional		\$115,500
		Guidance & At-Risk Student Materials		\$3,000
		Family Literacy/Parent Liaison		\$2,000
Travel & Other Oper				\$2,100
Staff Development				\$12,800
Transportation		Summer School		\$1,000
DAEP		Materials & Supplies		\$4,000
		Total State Compensatory	36.375	\$1,576,481.00

STATE BILINGUAL/ESL FUNDS

Campus	Number Personnel	Position	FTE	Bi/ESL Funds
District-wide	1	Bilingual/ESL Facilitator	.275	\$16,648
Middle School	1	Paraprofessional	1.0	\$17,906
Myatt	1	Paraprofessional	1.0	\$19,739
		Total Bilingual/ESL FTE's	2.275	\$54,293.00

STATE GIFTED/TALENTED FUNDS

Campus	Number Personnel	Position	FTE	G/T Funds
District-wide	1	G/T Coordinator	.10	\$9,961
		Total G/T FTE's	.10	\$9,961.00

STATE CAREER & TECHNOLOGY FUNDS

Campus	Number Personnel	Position	FTE	Career & Tech Funds
High School	17	Career & Technology Teachers	14.75	\$841,133
	3	Counselors	.75	\$46,839
	3	Technology Specialists	.75	\$71,022
	1	Administrator	.5	\$37,281
	1	Paraprofessional	1.0	\$23,707
		Total CATE FTE's	17.75	\$1,019,982.00

TITLE I – PART A FUNDS

Campus	Number Personnel	Position	FTE	Title I-A Funds
Northside Elem.	1	Reading Intervention Teacher	1.0	\$57,173
	3	Paraprofessionals	3.0	\$46,695
		Total Northside FTE's	4.0	\$103,868.00
Hutchins Elem.	2	Reading Intervention Teachers	2.0	\$113,105
	5	Paraprofessionals	5.0	\$116,426
		Total Hutchins FTE's	7.0	\$229,531.00
Myatt Elem.	1	Reading Intervention Teacher	1.0	\$58,952
	1	Math Intervention Teacher	1.0	\$53,721
	7	Paraprofessionals	7.0	\$151,098
		Total Myatt FTE's	9.0	\$263,771.00
		Total Title I Part A FTE's	20.0	\$597,170.00

TITLE I – PART C (MIGRANT) FUNDS

Campus	Number Personnel	Position	FTE	Title I-C Funds
District-wide	1	Migrant Services Coordinator	.5	\$32,188
	1	Clerk/Recruiter/NGS/Aide	1.0	\$30,486
		Total District wide Migrant FTE's	1.5	\$62,674.00
High School	1	Paraprofessional	1.0	\$14,682
Middle School	1	Paraprofessional	1.0	\$11,291
Elementary	1	Paraprofessional	1.0	\$19,477
		Total Title I, Part C-Migrant FTEs	4.5	\$108,124.00

TITLE II – PART A

Campus	Number Personnel	Position	FTE	Title II-A Funds
Myatt Elem.	3	Class Size Reduction Teachers	3.0	\$150,238
		Total Title II-Part A FTE's	3.0	\$150,238.00

TITLE III - PART A – LANGUAGE INSTRUCTION FOR LEP & IMMIGRANT STUDENTS

Campus	Number Personnel	Position	FTE	Title III-A Funds
District-wide	1	Bilingual Facilitator	.1	\$6,488
Myatt Elem.	1	Paraprofessional	1.0	\$19,730
		Total Title III FTE's	1.1	\$26,218.00

IDEA-B, PRE-SCHOOL FUNDS

Campus	Number Personnel	Position	FTE	IDEA-B/P-S Funds
Myatt Elem.	1	PPCD Teacher	.5	\$25,982
	1	Paraprofessional	1.0	\$18,539
		Total IDEA-B/P-S FTE's	1.5	\$44,521.00

IDEA-B, FORMULA FUNDS

Campus	Number Personnel	Position	FTE	IDEA-B Funds
District-wide	1	Teacher of Visually Handicapped Students	1.0	\$67,908
	1	Adaptive Phys. Educ. Teacher	1.0	\$57,406
	1	Diagnostician	1.0	\$57,451
	1	Paraprofessional	1.0	\$15,922
		Total District-wide FTE's	4.0	\$198,687.00
High School	1	Teacher	1.0	\$56,122
	4	Paraprofessionals	3.5	\$66,018
		Total High School FTE's	4.5	\$122,140.00
Middle School	3	Teachers	3.0	\$150,078
	2	Paraprofessionals	1.5	\$32,487
		Total Middle School FTE's	4.5	\$182,565.00
Northside Elem.	3	Teachers	3.0	\$152,321
	1	Paraprofessional	1.0	\$18,431
		Total Northside FTE's	4.0	\$170,752.00
Hutchins Elem.	1	Teacher	1.0	\$54,234
	1	Speech Therapist Assistant	1.0	\$53,741
	2	Paraprofessionals	2.0	\$61,940
		Total Hutchins FTE's	4.0	\$169,915.00
Myatt Elem.	1	Reading Intervention Teacher	1.0	\$60,841
	1	PPCD Teacher	.5	\$25,982
	1	Paraprofessionals	1.0	\$16,938
		Total Myatt FTE's	2.5	\$103,761.00
		Total IDEA-B/Formula FTE's	23.5	\$947,820.00

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