

Edgewood Independent School District

District Improvement Plan

2022-2023



Mission Statement

Edgewood Independent School District provides an exceptional learning experience that engages, empowers and prepares students to compete and reach their highest potential in an ever-changing world.

Vision

For every child, success in life

Edgewood Proud!

Core Values and Guiding Principles

- **All students have value and can be successful.**
- **High expectations and positive relationships are vital for student success.**
- **All stakeholders should inspire students to love learning & reach their personal goals.**
- **Each student deserves a high quality, well-rounded, education (academic, social, life skills).**

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Comprehensive Needs Assessment

Revised/Approved: October 25, 2022

Needs Assessment Overview

Needs Assessment Overview Summary of Data

In the early spring 2021, Edgewood Independent School District (EISD) initiated the Comprehensive Needs Assessment (CNA) process by building constituent teams based on 4 Areas of Multiple Measurements to gather and analyze data. The teams consisted of District-Wide Educational Improvement Council (DEIC) members, administrators, and academic specialists. The DEIC is the district's decision-making team---which includes teachers, para-professionals, parents, business representatives and the community. These stakeholders collaborated in creating a district profile through a process known as Strengths, Weaknesses, Opportunities, and Threats (SWOTS) detailing the internal needs and strengths of the district and schools, along with the external opportunities and threats in the district environment. The SWOTS process and methods include an extensive data review across the 4 Areas of Multiple Measurements: (1) demographics, (2) student academic achievement, (3) district processes and programs, and (4) perceptions. Through this process, input is obtained from a wide variety of stakeholders (students, parents, teachers, partners, etc.) using varied methods (review of existing data, surveys, interviews, etc.). The data review led to establishing goals, performance objectives, and strategies that address the district's needs in relation to federal, state and local benchmarks and standards. Throughout the year the DEIC, in consultation with EISD staff, meet to conduct and/or discuss formative and summative reviews to monitor the implementation and progress towards those goals and adjusts as needed.

Demographics

Demographics Summary of Data

See Plan Addendums: Accountability Summary, Enrollment and Attendance Trend 2016-2018, TAPR 2019, 2018, 2017, 2016, 2015

Results Driven Accountability (RDA) 2020

Program Areas: 1. Bilingual Education/ESL/EL; 2. Special Ed; 3. Other Special Pops: Homeless, Foster Care, Military

☆ DETERMINATION LEVEL SCORES

EDGEWOOD ISD

[Download RDA Report](#)

BE/ESL/EL DL2 ---

SPED DL2 ---

OSP DL4 ---

Multiple data measures and sources were analyzed and used by the core team. Data sources included: climate surveys, audit reports from external partners on curriculum and instruction, bilingual services and programs, special education support and services, professional development, RTI, and balanced literacy. State and accountability data sources included, TELPAS, PBMAS, STAAR, AP/SAT/PSAT, CIRCLE, iStation, district benchmarks, TSIA, local developed formative assessment. Classroom observations, teacher retention, staff turnover, and program usage data and results were also used to drive performance objectives and strategies.

2020 STAAR was not administered due to COVID-19; 2020 TELPAS has limited results

SPECIAL ED Benchmark

Benchmark 2018 Approaches 2019 Approaches 2020 Approaches

3rd RDG	14.8	15.5	16.9
4th RDG	21.1	6.3	10.1
5th RDG	9.7	12.0	12.8
6th RDG	8.3	1.7	10.4
7th RDG	6.5	6.5	9.1
8th RDG	9.7	3.6	12.5
ENG I	1.9	9.4	5.6
ENG II	3.8	3.6	14.8
3rd MATH	7.6	11.7	19.2
4th MATH	10.5	7.8	4.9

	Benchmark 2018 Approaches	2019 Approaches	2020 Approaches
5th MATH	18.3	10.0	9.5
6th MATH	25.4	8.5	10.4
7th MATH	9.5	4.7	4.7
8th Math	22.0	--	--
8th ALG I	100 (Select Few)	26.0	17.8
HS ALG I	25.8	37.0	8.3
4th WRIT	6.9	3.2	7.1
7th WRIT	4.6	6.5	3.8
5th SCI	4.8	12.2	8.9
8th SCI	5.3	3.6	11.4
BIOLOGY	24.2	34.4	16.1
8th SOC ST	12.1	1.8	4.3
US HIST	30.2	40.9	57.8

SPEC ED STAAR Results & Goals

STAAR	2019 Approaches	2020 Approaches GOAL	2019 Meets	2020 Meets GOAL	2019 Masters	2020 Masters GOAL
		RDA Goal	ALT 2 Not Included	DOMAIN III GOAL (RDG & Math)		
3rd - 5th RDG	14%	70%	2%	19%	1%	10%
6th - 8th RDG	5%	70%	1%	19%	1%	10%
ELA I / II	21% (RDA)	60%	12%	19%	3%	10%
3rd - 5th Math	33%	70%	11%	23%	2%	10%
6th - 7th Math	11%	70%	2%	23%	0%	10%
ALG I 8th & HS	43% (RDA)	65%	14%	23%	6%	10%
4th & 7th WRIT	20% (RDA)	70%	1%	19%	1%	10%
5th SCI	16%	65%	3%	23%	1%	10%
8th SCI	17%	65%	2%	23%	0%	10%
BIOLOGY	43% (RDA)	75%	7%	23%	1%	10%
8th SOC ST	22% (RDA)	65%	2%	23%	2%	10%
US HIST	63% (RDA)	70%	20%	23%	2%	10%

LEP

	Benchmark 2018 Approaches	2019 Approaches	2020 Approaches
3rd RDG	46.7	49.4	61.4

Benchmark 2018 Approaches 2019 Approaches 2020 Approaches

4th RDG	45.4	44.6	44.8
5th RDG	53.6	44.0	49.2
6th RDG	34.9	41.9	57.0
7th RDG	30.7	40.0	49.7
8th RDG	34.9	36.8	45.0
ENG I	11.8	22.7	22.7
ENG II	18.3	21.0	36.4
3rd MATH	43.1	54.3	49.7
4th MATH	38.3	43.8	37.5
5th MATH	53.5	62.1	57.1
6th MATH	43.7	44.0	57.0
7th MATH	37.3	34.4	42.1
8th Math	37.5	--	--
8th ALG I	70.0(Select Few)	57.0	44.6
HS ALG I	43.1	54.0	21.3
4th WRIT	43.9	41.3	44.5
7th WRIT	32.0	35.3	36.1
5th SCI	45.4	42.6	43.9
8th SCI	16.8	22.1	47.4
BIOLOGY	47.8	60.6	60.0
8th SOC ST	15.2	14.0	22.3
US HIST	53.9	45.2	67.6

LEP STAAR Results & Goals

STAAR	2019 Approaches	2020 Approaches GOAL	2019 Meets	2020 Meets GOAL	2019 Masters	2020 Masters GOAL
		RDA Goal		DOMAIN III GOAL (RDG & Math)		
3rd - 5th RDG	54%	70%	22%	29%	8%	10%
6th - 8th RDG	45%	70%	16%	29%	5%	10%
ELA I / II	29%	60%	7%	29%	0%	10%
3rd - 5th Math	65%	70%	31%	40%	13 %	10%
6th - 7th Math	56%	70%	20%	40%	5%	10%
ALG I 8th & HS	70%	65%	34%	40%	13%	10%
4th & 7th WRIT	46%	70%	17%	29%	5%	10%
5th SCI	48%	65%	21%	30%	4%	10%
8th SCI	37%	65%	12%	30%	3%	10%

STAAR	2019 Approaches	2020 Approaches GOAL	2019 Meets	2020 Meets GOAL	2019 Masters	2020 Masters GOAL
		RDA Goal	DOMAIN III GOAL (RDG & Math)			
BIOLOGY	62%	75%	14%	30%	3%	10%
8th SOC ST	28%	65%	6%	30%	1%	10%
US HIST	77%	70%	38%	30%	14%	10%

Demographics Strengths

2020 STAAR was not administered due to COVID-19; 2020 TELPAS has limited results

2020 Benchmark Results:

Special Ed:

- RDG BM: ELEM/M.S.- In 2020 Special Education 3rd-8th increased from the previous year at the Approaches or above level. HS - In 2020 Special Education ENG II increased from the previous year at the Approaches or above level.
- Math BM: ELEM/M.S.- In 2020 Special Education 3rd and 6th increased from the previous year at the Approaches or above level.
- WRIT BM: ELEM - In 2020 Special Education 4th increased from the previous year at the Approaches or above level.
- SCI BM: M.S.- In 2020 Special Education 8th increased from the previous year at the Approaches or above level.
- SOCIAL STUDIES: M.S - In 2020 Special Education 8th increased from the previous year at the Approaches or above level. . HS - In 2020 US HIST increased from the previous year at the Approaches or above level.

LEP:

- RDG BM: ELEM/M.S. - In 2020 LEP 3rd - 8th gr increased from the previous year at the Approaches or above level. HS - In 2020 LEP ENG II increased from the previous year at the Approaches or above level.
- Math BM: M.S. - In 2020 LEP 6th and 7th increased from the previous year at the Approaches or above level.
- WRIT BM: ELEM/M.S. - In 2020 LEP 4th and 7th increased from the previous year at the Approaches or above level.
- SCI BM: ELEM/M.S. - In 2020 LEP 5th and 8th increased from the previous year at the Approaches or above level.
- SOCIAL STUDIES: M.S. - In 2020 8th increased from the previous year at the Approaches or above level. HS - In 2020 LEP US History increased from the previous year at the Approaches or above level.

All students have access to a computing device as recommended by the Texas Long Range Plan for Technology.

All core content educators have laptops for remote teaching.

Four Instructional Technology Teachers have been hired to support technology integration in teaching and learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Update: The district graduation rate for special education is 78.6% and the graduation rate for the state is at 90% **Root Cause:** Chronic absenteeism from our special ed students is a contributor to our district graduation rate.

Problem Statement 2 (Prioritized): Math is a content area of focus with benchmark results showing a decrease in scores from the previous year for Special Ed students with pass rates at the Approaches or above level at 5% (4th gr), 10% (5th gr), 18% (8th gr _ALG I); 8% (HS _ALG I).

Problem Statement 3: Math is a content area of focus with benchmark results showing a decrease in scores from the previous year for Bilingual students with pass rates at the Approaches or above level at 50% (3rd gr), 38% (4th gr), 57% (5th gr), 45% (8th _ALG I), and 21% (HS _ALG I). **Root Cause:** The rate of English language proficiency development is not keeping pace with the level of academic rigor expected at the high school level.

Problem Statement 4 (Prioritized): Update: Enrollment in the district continues to drop by about 4% each year. **Root Cause:** High mobility rates and competition from public charter schools and private schools draw away students.

Problem Statement 5 (Prioritized): Update: The district attendance rate is 92.9%, which is below the state average of 95.7%. **Root Cause:** Behavioral patterns of truancy and class skipping are evident at the secondary school level. Attendance rates at the early childhood centers indicate that not all parents are consistently bringing their children to school.

Problem Statement 6 (Prioritized): Update: Although homeless student's attendance improved from the 18-19 (2.8%) school year, they still have a 2.24% lower attendance rate than the general student population attendance rate for the 2019-2020 school year. **Root Cause:** Socio-economic challenges associated with poverty and home stability serve as obstacles to regular school attendance.

Problem Statement 7: Student learner profile data demonstrates teachers would like additional social and emotional learning opportunities for students as a result of COVID impact. **Root Cause:** The lack of social interaction with peers, teachers, and staff due to COVID.

Problem Statement 8: Update: Technology Curriculum is only being utilized by 1,381 of 5,650 elementary and middle school students. **Root Cause:** Learning.com and Technology lessons are not included in class schedules. Due to COVID, there has been a literacy and math focus.

Problem Statement 9 (Prioritized): In 2020; 46% of K-3rd grade students were reading at grade level by middle of the year 2020 school year. In 2020-2021 beginning of year assessment indicate that 20% of K-3rd grades students are Reading on grade level. **Root Cause:** The lack of full implementation of all Balanced Literacy components.

Problem Statement 10: The 19-20 Benchmark Math total student passing rate summed across all tested grade levels is 45% at Approaches, 14% Meets and 4% Masters; 21% Component Score. The minimum Component Score target is a 35. **Root Cause:** The lack of foundational number sense skills and number relationships to solve mathematical problems.

Problem Statement 11: The number of identified homeless students for the 2020-2021 school year (91 students as of 10/15/20) is comparably lower than the number of identified homeless students for the 2019-2020 school year (324 students). The lack of identification for homeless students may be a result of the COVID-19 pandemic. A contributing factor to the lack of identification is the moratorium for evictions the city of San Antonio enforced as a response to the COVID-19 pandemic. An increase of identified homeless students is anticipated once the moratorium is expired. **Root Cause:** Socio-economic challenges associated with poverty and home stability serve as obstacles to regular school attendance and grades.

Problem Statement 12: School closure has created greater learning gaps, issues with learner engagement, and access issues for students. **Root Cause:** Teachers and students have had to adjust to new methods of learning (asynchronous and synchronous).

Student Learning

Student Learning Summary of Data

2020-2021 Sem 1, Cycle 1 Failure Report

DISTRICT CYCLE GRADE DISTRIBUTION BY GRADE LEVEL

PGM BST0451 *

SEMESTER 1 CYCLE 1 CONTROL 015/905 10/15/20
ADMINISTRATIVE AREA CODE 3

PAGE 6

GRADE LEVEL	% 090		% 080		% 075		% 070		% 069		% I		% OTH		TOTAL
KG	0	0 %	0	0 %	0	0 %	0	0 %	0	0 %	0	0 %	0	0 %	0
01	1607	37 %	1767	41 %	346	8 %	218	5 %	233	5 %	4	0 %	181	4 %	4356
02	1533	38 %	1600	39 %	301	7 %	226	6 %	265	7 %	0	0 %	130	3 %	4055
03	1474	30 %	2125	43 %	437	9 %	338	7 %	413	8 %	8	0 %	150	3 %	4945
04	947	19 %	2161	44 %	557	11 %	564	12 %	526	11 %	0	0 %	135	3 %	4890
05	1050	21 %	2312	46 %	552	11 %	633	12 %	390	8 %	14	0 %	122	2 %	5073
TOTAL	6611	28 %	9965	43 %	2193	9 %	1979	8 %	1827	8 %	26	0 %	718	3 %	23319









DISTRICT SUMMARY OF CYCLE FAILURES
 SEMESTER 1 CYCLE 1 CONTROL 015/905 10/15/20
 ADMINISTRATIVE AREA CODE 1

GRADE	NUMBER OF COURSES FAILED								TOTAL	ENROLLED	% FAILED
	1	2	3	4	5	6	7				
6	121	33	26	10	1	1	0		192	638	30%
7	111	66	31	27	4	2	1		242	704	34%
8	93	76	59	45	26	7	1		307	652	47%
9	169	48	14	14	6	3	0		254	735	35%
10	113	40	14	13	4	0	0		184	650	28%
11	82	30	19	5	2	0	0		138	629	22%
12	45	7	0	0	0	0	0		52	490	11%
TOTAL	734	300	163	114	43	13	2		1369	4498	30%

2020-2021 Screener Data

mCLASS: ENG 10.16.20

Well Below Benchmark; Below Benchmark; At Benchmark; Above Benchmark

Grade K	Reference Data	Reference Point:	Account
	20-21 BOY		333
Edgewood ISD (TX)	20-21 BOY		333
Grade 1	Reference Data	Reference Point:	Account
	20-21 BOY		411
Edgewood ISD (TX)	20-21 BOY		411
Grade 2	Reference Data	Reference Point:	Account
	20-21 BOY		378
Edgewood ISD (TX)	20-21 BOY		378
Grade 3	Reference Data	Reference Point:	Account
	20-21 BOY		449
Edgewood ISD (TX)	20-21 BOY		449

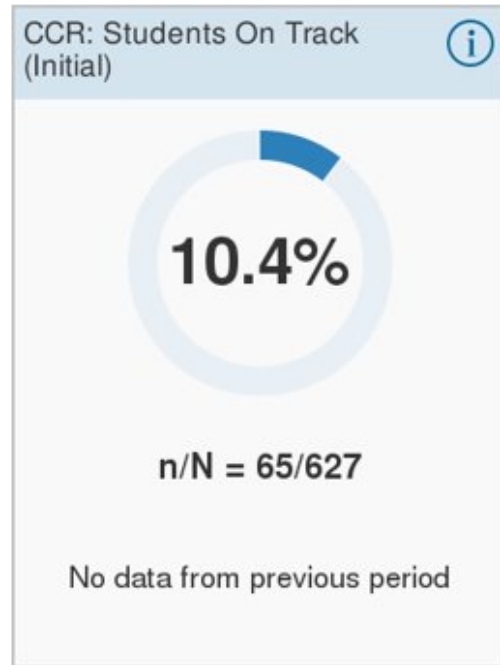
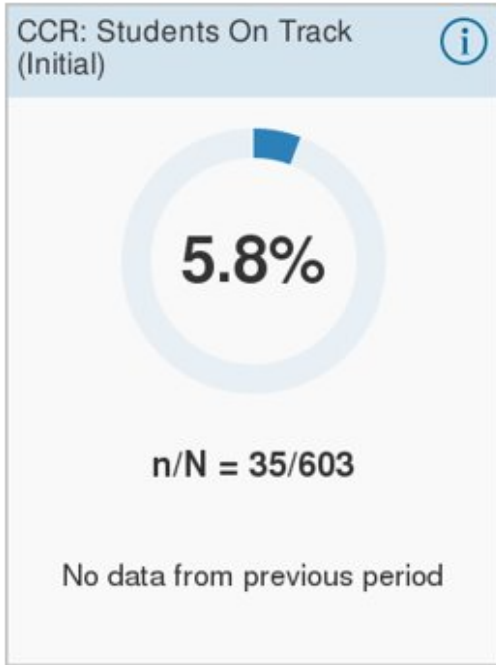
mCLASS: SPN 10.16.20

Grade K	Reference Data	Reference Point: Account
	20-21 BOY	 18(25%) 11(15%) 42(60%)
Edgewood ISD (TX)	20-21 BOY	 18(25%) 11(15%) 42(60%)
Grade 1	Reference Data	Reference Point: Account
	20-21 BOY	 93(66%) 36(25%) 13(9%)
Edgewood ISD (TX)	20-21 BOY	 93(66%) 36(25%) 13(9%)
Grade 2	Reference Data	Reference Point: Account
	20-21 BOY	 58(45%) 18(14%) 52(41%)
Edgewood ISD (TX)	20-21 BOY	 58(45%) 18(14%) 52(41%)
Grade 3	Reference Data	Reference Point: Account
	20-21 BOY	 70(48%) 22(15%) 53(37%)
Edgewood ISD (TX)	20-21 BOY	 70(48%) 22(15%) 53(37%)

ACHIEVE 3000 4th & 5th grade students reading on grade level (Initial)

4th grade

5th grade



BOY - TEMI: K, 1; eStar: 2nd - 3rd; mStar: 4th - 5th

	Grade	% Tests	Number Enrolled	Number Tested	Tier 1	Tier 2	Tier 3	Tier 1 %	Tier 2 %	Tier 3 %
District	1	76.0%	597	454	304	42	113	67.0%	9.3%	24.9%
District	2	91.2%	555	506	330	70	106	65.2%	13.8%	20.9%
District	3	80.1%	673	539	162	143	168	30.1%	26.5%	31.2%
District	4	77.5%	667	517	83	145	218	16.1%	28.0%	42.2%
District	5	81.7%	688	562	154	227	115	27.4%	40.4%	20.5%
District	K	73.2%	481	352	404	276	164	114.8%	78.4%	46.6%

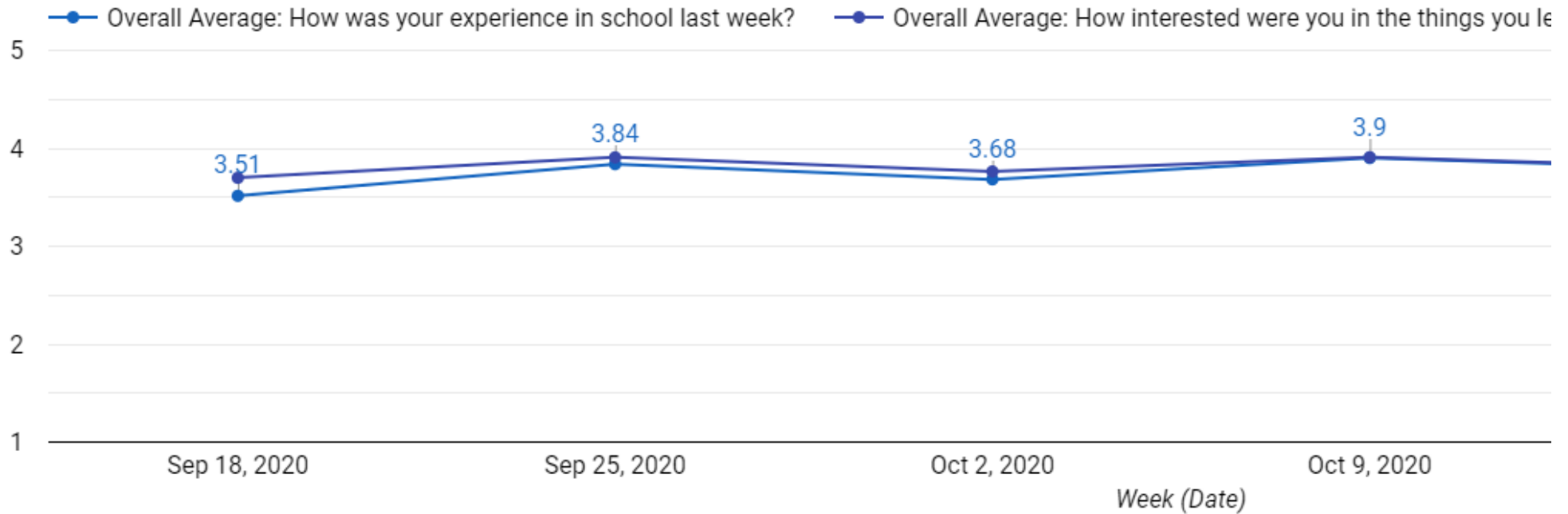
BOY - mStar: 6th/7th

mStar: 8th

EISD DATA- Grades 6/7 combined				
		Tier 1A/B	Tier 2A/B	Tier 3A/B
BMS	339	76	113	150
GGMS	226	50	87	89
WMS	202	36	72	94
EISD	767	162	272	333
		21%	35%	43%
		57%		

EISD DATA				
		Tier 1A/B	Tier 2A/B	Tier 3A/B
BMS	102	16	47	39
GGMS	122	21	57	44
WMS	118	30	49	39
EISD	342	67	153	122
		20%	45%	36%

Student Engagement Sept - Oct 2020



See Plan Addendums: Accountability Notebook, Enrollment and Attendance Trend 2016-2018; TAPR 2019, 2018, 2017, 2016, 2015; EOY Assessment Reports, CIRCLE Assessment Report, STAAR and College Test Data - 3 yr Trend to 2018

*****2020 STAAR was not administered due to COVID-19; 2020 TELPAS has limited results**

Benchmark: Accountability Subset (Data taken from 2021 BM Report-Dept. R&E; 2020 BM Report-Dept. of A & A; 2019 BM Report-Dept. of A & A & 2018 BM Report- Dept. of R & E)

Minimum Component score of a 35 = D; * Met minimum Component Score

Benchmark	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2022
	Approaches	Approaches	Approaches	Approaches	Approaches	Meets	Meets	Meets	Meets	Meets	Masters	Masters	Masters	Masters	Masters	Component Score	2022
3rd RDG	44.0	51.7	52.6	39	38	17.6	17.0	20.2	15	12	8.2	11.6	11.1	7	4	23.2	26.8
4th RDG	43.6	42.0	54.4	30	36	20.8	12.3	19.8	9	13	7.6	5.0	6.3	3	5	24.0	20.2
5th RDG	44.3	44.0	49.3	38	45	18.6	18.6	22.4	15	21	6.5	9.2	8.3	5	10	23.1	23.9
6th RDG	44.0	44.0	36.1	23	36	14.9	16.0	12.8	10	10	6.3	6.2	3.8	3	2	21.7	22.1
7th RDG	46.2	46.6	47.2	30	47	17.8	16.6	20.9	14	22	6.7	7.9	8.4	6	10	23.5	23.7
8th RDG	52.6	48.7	54.0	34	39	17.6	22.1	27.6	17	15	4.4	6.8	11.6	6	4	24.8	25.9
ENG I	42.4	40.4	42.7	28	39	24.4	22.5	28.0	18	25	1.1	1.6	1.4	2	2	22.6	21.5
ENG II	42.5	44.0	52.2	24	54	25.5	26.8	32.3	15	35	0.4	1.1	0.7	2	2	22.8	24.0
3rd MATH	42.4	47.2	46.7	29	23	13.8	10.8	13.4	8	4	3.1	5.4	3.2	2	1	19.7	21.1
4th MATH	36.1	41.0	38.1	18	22	8.6	12.1	13.9	4	5	1.8	3.4	4.5	2	1	15.5	18.8
5th MATH	44.8	48.5	48.9	35	37	13.4	14.0	17.4	10	12	2.7	2.9	7.3	4	4	20.3	21.8
6th MATH	48.9	38.9	52.8	33	36	11.2	10.0	11.4	8	10	1.4	1.7	2.5	2	2	20.5	16.9
7th MATH	45.3	38.9	35.8	35	33	13.7	12.2	6.9	10	8	2.8	3.1	0.2	2	1	20.6	18.1
	82.6 (MS ALG I)					40.2					13.6						
8th ALG I	40.1 (8th Math)	65.7 (ALG I)	49.0	33	34	5.2	27.3	20.0	14	13	0.0	6.6	8.6	5	3	--	33.2
HS ALG I	59.4	62.5	24.3	25	23	8.1	19.0	10.0	8	2	0.9	5.0	5.7	3	2	22.8	29.0
4th WRIT	31.4	29.4	40.0	19	N/A	9.9	5.2	13.4	5	N/A	1.7	1.2	2.8	1	N/A	14.3	12.0
7th WRIT	42.8	42.1	35.7	17	N/A	11.8	16.1	11.7	6	N/A	2.7	2.9	3.4	2	N/A	19.1	20.4
5th SCI	38.0	42.6	42.5	20	29	9.4	10.0	15.6	7	6	2.6	1.2	4.8	1	1	16.6	18.0
8th SCI	35.9	43.3	54.3	37	26	9.7	16.9	18.0	19	10	1.9	2.8	3.6	9	3	15.8	21.0
BIOLOGY	63.8	72.0	72.1	55	53	23.8	32.5	36.8	29	17	3.1	3.4	6.8	13	2	30.2	36.0
8th SOC ST	25.5	21.4	24.3	27	14	6.0	2.6	5.2	14	2	2.6	0.8	1.6	11	0	11.3	8.3
US HIST	76.7	82.2	87.3	76	74	32.1	43.0	54.7	49	47	9.2	11.4	23.3	29	19	39.3	45.5

EISD ACCOUNTABILITY SYSTEM

OVERALL GRADE	OVERALL SCORE	DOMAIN I RAW SCORE STAAR, CCMR, GRADUATION	DOMAIN I SCALED SCORE STAAR, CCMR, GRADUATION	DOMAIN I SCALED SCORE & GRADE	DOMAIN II PART A: GROWTH RAW SCORE	DOMAIN II PART A: GROWTH SCALED SCORE	DOMAIN II PART A: GROWTH GRADE	DOMAIN II PART B: REL PERF RAW SCORE	DOMAIN II PART B: REL PERF SCALED SCORE	
2021	No Ratings	CS - 21	N/A	N/A	N/A	N/A	N/A	CS - 37	N/A	
2020	No Ratings									
2019	C	78	33, 55, 91.4	58, 83, 65	69 = D	58	57	F	44	81
2018	D	63	31, 30, 90.7	56, 61, 65	60 = D	62	59	F	31	64

STAAR: Accountability Subset by Content (2022 data taken from OnPoint; D2021 data taken from District Projections; 2020 - No STAAR Data due to COVID; 2019 data taken from District Projections; 2018 Data taken from 2018 TAPR)

STAAR	2018 Approaches	2019 Approaches	2020 Approaches	2021 Approaches	2022 Approaches	2018 Meets	2019 Meets	2020 Meets	2021 Meets	2022 Meets	2018 Masters	2019 Masters	2020 Masters	2021 Masters	2022 Masters	2018 Component Score	2019 Component Score
READING	56	57	N/A	44	52	25	26	N/A	22	28	7	7	N/A	7	10	29.3	30
MATH	66	64	N/A	35	44	28	31	N/A	12	17	10	13	N/A	3	7	34.6	36
WRITING	42	44	N/A	24	N/A	19	17	N/A	7	N/A	3	4	N/A	1	N/A	21.3	21.6
SCIENCE	62	64	N/A	45	48	27	30	N/A	15	18	7	8	N/A	4	4	32	34
SOCIAL ST	64	68	N/A	46	48	32	42	N/A	24	24	13	20	N/A	9	11	36.3	43.3
ALL SUBJECTS	59	60	N/A	40	48	26	28	N/A	17	23	8	10	N/A	5	8	31	32.6

STAAR: Accountability Subset by Grade Level (2018 Data taken from 2018 TAPR; 2019 data taken from District Projections)

STAAR	2018 Approaches	2019 Approaches	2020 Approaches	2021 Approaches	2021 GOAL	2022 Approaches	2018 Meets	2019 Meets	2020 Meets	2021 Meets	2021 GOAL	2021 Meets	2022 Meets	2018 Masters	2019 Masters	2020 Masters	2021 Masters	2021 Master
3rd RDG	60	62	N/A	RDG Level 62%	42	51	24	25	N/A	--	16	26	11	12	N/A	--	5	
4th RDG	53	50	N/A	70	38	52	23	20	N/A	33	17	27	10	7	N/A	12	6	

STAAR	2018 Approaches	2019 Approaches	2020 Approaches	2021 Approaches GOAL	2021 Approaches	2022 Approaches	2018 Meets	2019 Meets	2020 Meets	2021 Meets GOAL	2021 Meets	2022 Meets	2018 Masters	2019 Masters	2020 Masters	2021 Masters GOAL	2021 Master
5th RDG	69	72	N/A	70	53	60	33	28	N/A	33	25	34	9	10	N/A	12	12
6th RDG	52	50	N/A	70	37	49	23	23	N/A	40	14	21	8	7	N/A	13	5
7th RDG	55	60	N/A	70	43	60	27	27	N/A	40	22	25	13	12	N/A	13	10
8th RDG	76	67	N/A	70	51	56	26	31	N/A	40	26	29	10	11	N/A	13	10
ENG I	45	51	N/A	60	42	37	20	28	N/A	30	25	21	2	2	N/A	15	3
ENG II	50	48	N/A	60	46	54	28	26	N/A	30	31	35	3	1	N/A	15	3
3rd MATH	63	66	N/A	70	34	45	29	28	N/A	40	9	20	11	10	N/A	12	2
4th MATH	59	49	N/A	70	25	37	26	24	N/A	40	9	13	11	12	N/A	12	1
5th MATH	78	76	N/A	70	41	52	34	32	N/A	40	18	20	12	14	N/A	12	6
6th MATH	61	59	N/A	70	35	43	20	23	N/A	40	11	13	6	6	N/A	15	3
7th MATH	59	53	N/A	70	30	30	23	20	N/A	40	9	10	8	5	N/A	15	1
8th ALG I	-	81	N/A	70	46	45	-	51	N/A	40	13	19	-	27	N/A	15	4
HS ALG I	74	69	N/A	74	20	20	37	40	N/A	45	5	4	14	21	N/A	26	1
4th WRIT	42	44	N/A	60	19	N/A	20	17	N/A	30	8	N/A	4	3	N/A	15	1
7th WRIT	42	44	N/A	60	29	N/A	17	18	N/A	30	7	N/A	2	5	N/A	15	1
5th SCI	58	52	N/A	60	34	38	22	23	N/A	30	10	11	5	7	N/A	15	2
8th SCI	53	61	N/A	70	29	36	25	27	N/A	40	12	14	11	9	N/A	12	4
BIOLOGY	74	76	N/A	80	60	60	32	38	N/A	40	21	23	6	7	N/A	12	5
8th SOC ST	43	40	N/A	60	18	15	14	13	N/A	30	5	2	6	3	N/A	15	3
US HIST	88	90	N/A	95	75	79	51	65	N/A	70	43	46	21	33	N/A	40	16

Student Learning Strengths

*****2021 STAAR (Participation Rate should be taken into consideration due to virtual learners)**

2021 STAAR Results

- US HIST was the highest performing content area, and exceeded minimum Component Score.

Note:

- There was a decrease in all content areas, across all grades due to the interrupted learning.

- MATH STAAR and Writing were the lowest performing content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2020; 46% of K-3rd grade students were reading at grade level by middle of the year 2020 school year. In 2020-2021 beginning of year assessment indicate that 20% of K-3rd grades students are Reading on grade level. **Root Cause:** The lack of full implementation of all Balanced Literacy components.

Problem Statement 2: The 19-20 Benchmark Math total student passing rate summed across all tested grade levels is 45% at Approaches, 14% Meets and 4% Masters; 21% Component Score. The minimum Component Score target is a 35. **Root Cause:** The lack of foundational number sense skills and number relationships to solve mathematical problems.

Problem Statement 3 (Prioritized): The 19-20 Benchmark Reading showed an increase in all grade levels 3rd - ENG II except for 6th gr (18% Component Score) the overall Component Score summed across all tested grade levels is 26%. The minimum Component Score target is a 35. **Root Cause:** Ineffective Tier instruction due to lack of professional development for campus staff in teaching to the standards and implementing rigorous TEKS instruction. Ineffective ELAR interventions for Tier 3 and 2 students due to low usage, lack of fidelity to the program, and lack of monitoring.

Problem Statement 4: The 19-20 Benchmark Writing showed an increase in 4th grade; however the overall Component Score summed across all tested grade levels is 18%. The minimum Component Score target is a 35. **Root Cause:** The lack of full implementation of all Balanced Literacy components with a clear vertical writing plan across grade levels.

Problem Statement 5 (Prioritized): The Four-Year Longitudinal Graduation Rate (Graduated, Continued in School, or Received GED) is 89.7% (Class of 2019 reported in 2020) a decline from 91.9% (Class of 2018 reported in 2019) compared to the state average of 94.3% (C/O 2018). **Root Cause:** Tier 1 Instruction needs improvement in pedagogical implementation, content-deepening, and cultural relevance in all areas emphasizing literacy, math.

Problem Statement 6: 2019 STAAR EOC: The district pass rates on English I and English II EOCs trails the state average by 15-18% with the district ENG I Approaches rate being at 53% and ENG II at 50%. **Root Cause:** Students are not entering high school at college readiness levels in reading and writing.

Problem Statement 7 (Prioritized): UPDATE: 2018: The percent of college, career and military ready (CCMR) students is 30% with the percent of students prepared for the traditional college track below 20%. **Root Cause:** The majority of EISD students score well below the 50th percentile on PSAT/SAT and ACT assessments indicating many are not ready for college level work.

Problem Statement 8: 2020-2021 Failure Report Sem 1, Cycle 1: The percentage of student failures at the secondary level is higher than that at the elementary level.

District Processes & Programs

District Processes & Programs Summary of Data

A central administrative service delivery model has been developed and adopted. Revamped hiring processes to include authentic performance based assessments, interactive interview practices, and campus voice. Restructured positions to include campus literacy and content coaches have been assigned to every elementary and high school to provide job-embedded coaching and support in all content areas to include Bilingual/ESL, and special education. Coordinators in each content area have been hired to train, coach and develop campus coaches. Full implementation at all grade levels of the TEKS Resource System. Developed district wide training components and expectations for professional development. Created a district wide calendar of training for all levels of the organization. Instituted on-boarding processes for all employees. Developed leadership pipelines to include outside coaching consultation for principals and lead principal mentorships.

District Processes & Programs Strengths

The Academics Services Department Strengths:

- PK-12 balanced literacy model of instruction with developed instructional frameworks
- Student access to authentic literary text, diverse classroom libraries, and leveled book-rooms to include Spanish materials
- Blended learning tools that provide personalized learning paths for students; Smarty Ants, Achieve 3000, Dreambox, Edgenuity
- Math Workshop model of instruction with developed framework
- Reading and writing across the content areas; Claims, evidence, and reasoning
- Data Analysis tools Eduphoria Heatmaps, Eduphoria, Lead4ward
- Instructional resources that provide students to engage in authentic tasks

Implementing a trainer of trainer model with coaches to provide immediate implementation support to teachers at scale. Alignment of positions to job role and function. Implementation of leadership academies for principals and assistant principals.

The instructional technology strengths are as follows:

- 1:1 Technology
- eCourses
- The Acceptable Use Policy was revised to a perpetual agreement for the term of the student's enrollment in Edgewood ISD.
- Internet accessible devices at every campus for classroom use
- Office 365 allows for online storage, communication and collaboration between staff, teachers, and students
- Flexible instructional technology training offered via webinars, online resources, and face-to-face
- Offer training, guidance and support to district departments in support of a variety of programs
- **KACE software was purchased to inventory and manage all district computers**
- Firewall was upgraded to a next gen layer 7 firewall for content filtering and to protect district network from outside threats. In addition also offers, IPS anti spywear, Geo/IP filter, and botnet filtering.
- Acquired Dell Compellent storage to upgrade the district's virtual environment which houses all servers and appliances.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Kinder Readiness data indicates that only 20% of the students are performing on level. **Root Cause:** Analysis of data indicates that teachers are not effectively differentiating classroom instruction based on student needs.

Problem Statement 2 (Prioritized): In 2020; 46% of K-3rd grade students were reading at grade level by middle of the year 2020 school year. In 2020-2021 beginning of year assessment indicate that 20% of K-3rd grades students are Reading on grade level. **Root Cause:** The lack of full implementation of all Balanced Literacy components.

Problem Statement 3: The 19-20 Benchmark Math total student passing rate summed across all tested grade levels is 45% at Approaches, 14% Meets and 4% Masters; 21% Component Score. The minimum Component Score target is a 35. **Root Cause:** The lack of foundational number sense skills and number relationships to solve mathematical problems.

Priority Problem Statements

Problem Statement 2: Update: The district graduation rate for special education is 78.6% and the graduation rate for the state is at 90%

Root Cause 2: Chronic absenteeism from our special ed students is a contributor to our district graduation rate.

Problem Statement 2 Areas: Demographics

Problem Statement 8: In 2020; 46% of K-3rd grade students were reading at grade level by middle of the year 2020 school year. In 2020-2021 beginning of year assessment indicate that 20% of K-3rd grades students are Reading on grade level.

Root Cause 8: The lack of full implementation of all Balanced Literacy components.

Problem Statement 8 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 10: Kinder Readiness data indicates that only 20% of the students are performing on level.

Root Cause 10: Analysis of data indicates that teachers are not effectively differentiating classroom instruction based on student needs.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 4: Math is a content area of focus with benchmark results showing a decrease in scores from the previous year for Special Ed students with pass rates at the Approaches or above level at 5% (4th gr), 10% (5th gr), 18% (8th gr _ALG I); 8% (HS _ ALG I).

Root Cause 4:

Problem Statement 4 Areas: Demographics

Problem Statement 5: The 19-20 Benchmark Reading showed an increase in all grade levels 3rd - ENG II except for 6th gr (18% Component Score) the overall Component Score summed across all tested grade levels is 26%. The minimum Component Score target is a 35.

Root Cause 5: Ineffective Tier instruction due to lack of professional development for campus staff in teaching to the standards and implementing rigorous TEKS instruction. Ineffective ELAR interventions for Tier 3 and 2 students due to low usage, lack of fidelity to the program, and lack of monitoring.

Problem Statement 5 Areas: Student Learning

Problem Statement 1: Update: Enrollment in the district continues to drop by about 4% each year.

Root Cause 1: High mobility rates and competition from public charter schools and private schools draw away students.

Problem Statement 1 Areas: Demographics

Problem Statement 7: Update: The district attendance rate is 92.9%, which is below the state average of 95.7%.

Root Cause 7: Behavioral patterns of truancy and class skipping are evident at the secondary school level. Attendance rates at the early childhood centers indicate that not all parents are consistently bringing their children to school.

Problem Statement 7 Areas: Demographics

Problem Statement 9: The Four-Year Longitudinal Graduation Rate (Graduated, Continued in School, or Received GED) is 89.7% (Class of 2019 reported in 2020) a decline from 91.9% (Class of 2018 reported in 2019) compared to the state average of 94.3% (C/O 2018).

Root Cause 9: Tier 1 Instruction needs improvement in pedagogical implementation, content-deepening, and cultural relevance in all areas emphasizing literacy, math.

Problem Statement 9 Areas: Student Learning

Problem Statement 3: Update: Although homeless student's attendance improved from the 18-19 (2.8%) school year, they still have a 2.24% lower attendance rate than the general student population attendance rate for the 2019-2020 school year.

Root Cause 3: Socio-economic challenges associated with poverty and home stability serve as obstacles to regular school attendance.

Problem Statement 3 Areas: Demographics

Problem Statement 6: UPDATE: 2018: The percent of college, career and military ready (CCMR) students is 30% with the percent of students prepared for the traditional college track below 20%.

Root Cause 6: The majority of EISD students score well below the 50th percentile on PSAT/SAT and ACT assessments indicating many are not ready for college level work.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Pregnancy and related services data

Employee Data

- Professional development needs assessment data

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 1: READING/WRITING

The percent of students in grades 3-ELAR II meeting standard on STAAR/EOC Reading/ELA composite score will increase 5% across the board by the end of the school year 2023.

Goals:

PK: 69% to 93% Increase Phonological Awareness on CIRCLE

K: 29% Beginning of Year to 39% End of Year Reading on or above grade level on mClass (LSG Goal 1: Goal Progress Measure 1.1)

1: 29% Beginning of Year to 41% End of Year Reading on or above grade level on mClass (LSG Goal 1; Goal Progress Measure 1.2)

2: 26% Beginning of Year to 40% End of Year Reading on or above grade level on mClass (LSG Goal 1; Goal Progress Measure 1.3)

3: 33% of students will receive Meets on STAAR (LSG Goal 1)

4-10: 31% overall composite score in Reading STAAR/EOC to 36% overall composite score in Reading STAAR/EOC

High Priority





Evaluation Data Sources: The performance of this objective will be evaluated using the following valid reading instruments: PK CIRCLE, K-3 mCLASS, K-5 iStation, 4-12 NWEA MAP, 6-10 Achieve, 2023 STAAR data, SAT and TSI Outcomes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Program: Pre-K students will engage in developmentally appropriate lessons that incorporate the Prekindergarten Guidelines (social and emotional development, language and communication, emergent literacy reading and writing, science, and social studies) to ensure Kindergarten Readiness in classroom setting and during outdoor learning. Provide students, teachers, instructional coaches, para-professionals, and parents with the resources and training needed to fully implement on-site, remote and hybrid learning. (to include technology, books, training etc.)</p> <p>Strategy's Expected Result/Impact: Increase student performance on CIRCLE EOY and increase kinder readiness skills.</p> <p>Staff Responsible for Monitoring: Senior Director of Educational Operations Principals Instructional Coaches at the ECCs</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: furniture and equipment - 211 - Title I, Part A - 211.11.6395.00.818.13400 - \$7,414.93, READING MATERIALS - 404-SSI Community Partnership Grant - \$70,000, GENERAL SUPPLIES - 211 - Title I, Part A - 211.11.6399.00.818.34.000 - \$17,332</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Program: The district will use the TEKS Resource System to ensure students are provided with a comprehensive , TEKS-aligned curriculum. Edgewood ISD has crafted a bridge document for educators, the Instructional Focus Document Pacing Tool (IFD). For each grade and content, the IFD serves a bridge between the curriculum of TEKS Resource System, assessments planned for each unit, and plans for instruction. The IFD streamlines information from the TEKS Resource System, allowing teachers to navigate all of a unit's complexity and plan for daily instruction. The IFD also provides instructional suggestions, linking electronically to district resources. Differentiation for all student groups will also be part of the planning. Provide students, teachers, para-professionals with instructional resources to include technology, consumables books, etc.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on district based assessment, STAAR interim assessments, and STAAR formative assessments</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services Director of Teaching and Learning Academic Coordinators Instructional Coaches Director of Instructional Technology</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: REGION 20 - TEKS - 266 - ESSER (sub obj CV) - 266.11.6239.CV.838.99.000 - \$72,300, READING MATERIALS - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-12-6329-00-841-11-000 - \$325,000, ESC Services - 263 - Title III - 263-21-6239.00-839-25-000 - \$14,175, ESC Services - 199 - State Compensatory PIC 30 - \$39,220</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Program: The implementation of the Science of Teaching Reading with an emphasis in foundational reading routines will provide K-5 students with opportunities to improve their skills in independent on-grade level reading & writing performance. Engage in partnerships to support the development of content literacy coordinators, production of high-quality curricular materials, method of delivery, growth and development of instructional coaches. Provide students, teachers, and para-professionals with the resources to include technology, books, etc.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on District-Based Assessments, STAAR Interims, STAAR, common assessments, and appropriate formative assessments.</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services Literacy Coordinators Literacy Coaches</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: GENERAL SUPPLIES - 199 - State Compensatory PIC 24 - 199-11-6399-00-838-24-000 - \$5,000 , General Supplies - 199 - State Compensatory PIC 30 - 199-11-6399.00-838-30-000 - \$10,000, Misc. Contracted Services - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-13-6299-00-745-30-000 - \$352,752</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Progress Monitoring: PK-12th grade will participate in BOY, MOY, and EOY reading assessments with grade level approved instruments to measure the student's reading ability and skill development over time. Students will participate in progress monitoring once every six weeks and will receive targeted reading instruction and will be progressed monitored to evaluate the student's progress towards their end of year goal. Provide students, teachers, para-professionals with the resources needed to fully implement on-site, remote, and hybrid progress monitoring. (to include technology, assessment instruments, etc.)</p> <p>Pre-kindergarten students will participate in progress monitoring of literacy skills from the administration of CIRCLE .</p> <p>K-3 (every 3 weeks) using mCLASS</p> <p>4-5 iStation (monthly)</p> <p>6-10 Achieve Level Set (monthly)</p> <p>4-12 NWEA MAP Reading</p> <p>Strategy's Expected Result/Impact: Increase student performance on beginning-of-year (BOY), middle-of-year (MOY), end-of-year (EOY) mCLASS reports, reduce the number of students needing Tier III services in reading.</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services Literacy Coordinator Literacy and Content Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: GENERAL SUPPLIES - 211 - Title I, Part A - 211.11.6399.00.838.24.000 - \$500,699, GENERAL SUPPLIES - 199 - State Compensatory PIC 30 - 199-11-6399-00-838-30-000 - \$10,000, GENERAL SUPPLIES - 279 - TCLAS ESSER III - 279-11-6399-00-838-30-D3B - \$266,722, MISC CONTRACTED SERVICES - 279 - TCLAS ESSER III - 279-13-6299-00-838-30-D3B - \$2,000, MISC CONTRACTED SERVICES - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-11-6299-00-838-30-000 - \$241,553</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Progress Monitoring: District-Based Assessments will be created and administered at checkpoints throughout the year in grades 2-12. Administrators, teachers and instructional coaches will use a district Data Analysis protocol to analyze trends and patterns. The protocol will ensure that instructional plans are made to intervene through Tier 1 and Tier 2 instruction. Central office teams will convene to review and monitor district-level data and determine supports needed to ensure equity across EISD in literacy performance. Provide students, teachers, para-professionals and parents with the resources needed to fully implement on-site (to include technology, resources, etc.). Data Analysis will occur after every DBA and STAAR interim assessment.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on district-based assessments, STAAR interim assessments, STAAR, and formative assessments.</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services</p> <p>Literacy Coordinators Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: REGION 20 (PEIMS & OTHERS) - 199 - Local - 199-41-6293-00-731-99-000 - \$6,650, REGION 20 (PEIMS & OTHERS) - 199 - State Compensatory PIC 30 - 199-11-6239-00-850-30-000 - \$39,220, GENERAL SUPPLIES - 199 - State Compensatory PIC 24 - 199-11-6399-00-850-24-000 - \$35,000, REGION 20 (PEIMS & OTHERS) - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-13-6239-00-838-30-000 - \$70,241, REGION 20 (PEIMS & OTHERS) - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-13-6239-00-838-24-000 - \$17,250, REGION 20 (PEIMS & OTHERS) - 263 - Title III - 263-21-6239-00-839-25-000 - \$14,175, MISC CONTRACTED SERVICES - 199 - State Compensatory PIC 30 - 199-31-6299-00-850-30-000 - \$7,465, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-140-30-850 - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-104-30-850 - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-106-30-850 - - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-108-30-850 - - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-109-30-850 - - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-110-30-850 - - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-112-30-850 - - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-113-30-850 - - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-114-30-850 - - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-117-30-850 - - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-041-30-850 - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-044-30-850 - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-046-30-850 - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-002-30-850 - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-003-30-850 - \$950, TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-00-015-30-850 - \$950</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Professional Development: Teachers will be provided with professional development on literacy best practices and instructional technology to optimize student acquisition of necessary reading skills while meeting them at their current reading level. Administrators and teachers in grades K-3 will continue training on the Texas Reading Academies to support their abilities to understand and teach utilizing the science of reading. Literacy Coordinators and Literacy Coaches will attend professional development to support and enhance content and pedagogy.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity to teach reading and utilize the tools, technology, platforms, and equipment so that student achievement results improve on mCLASS, Achieve, DBAs, STAAR Interims, and appropriate formative assessments.</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services Director of Instructional Technology Literacy Coordinators Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: GENERAL SUPPLIES - 199 - Local - 199-13-6399.50-837-13000 - \$15,190, MISC OPERATING EXPENSES - 199 - Local - 199-13-6499-00-856 - \$6,250</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 2: MATHEMATICS

The percent of students in grades 3-Algebra 1 meeting standard on STAAR/EOC Mathematics composite score will increase 5% across the board by the end of the school year 2023.

Goals:

PK Math Skills: 85% (Math Skills-28) CIRCLE

K: 25% End of Year Mathematics on or above grade level on NWEA Map (LSG Goal 2: Goal Progress Measure 2.1)

1: 15% End of Year Mathematics on or above grade level on NWEA Map (LSG Goal 2: Goal Progress Measure 2.2)

2: 16% End of Year Mathematics on or above grade level on NWEA Map (LSG Goal 2: Goal Progress Measure 2.3)

3: 26% of students will receive Meets on STAAR (LSG Goal 2)

4-10: 23% overall composite score in Mathematics STAAR/EOC to 28% overall composite score in Mathematics STAAR/EOC

Evaluation Data Sources: The performance of this objective will be evaluated using 2022-2023 STAAR Scores; The performance of this objective will be evaluated using CIRCLE, NWEA MAP Math Assessment results.


Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Program: Pre-K students will engage in developmentally appropriate lessons that incorporate the Prekindergarten Guidelines (social and emotional development & mathematics) to ensure Kindergarten Readiness in classroom setting and during outdoor learning. We will provide students, teachers, para-professionals, and parents with the resources and training needed to fully implement on-site, remote and hybrid learning. (to include technology, books, etc.)</p> <p>Strategy's Expected Result/Impact: Increase student performance on CIRCLE EOY and increase kinder readiness skills.</p> <p>Staff Responsible for Monitoring: Senior Director of Educational Operations Principals Instructional Coaches at the ECCs</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: GENERAL SUPPLIES - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	Apr	June


Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Program: Students will use mathematical processes to acquire and demonstrate a district problem solving model that incorporates analyzing, planning, solving, and justifying/evaluating. An emphasis on foundational mathematics routines will provide K-8 students with opportunities to improve their skills in independent on-grade level mathematics performance. Students will engage in mathematics routines designed around mathematics proficiency (conceptual understanding, productive disposition, procedural fluency, strategic competence, and adaptive reasoning). EISD will support the development of the mathematics coordinators, the production of high-quality curricular materials and delivery, and growth and development of instructional coaches. We will provide students, teachers, para-professionals, and parents with the resources needed to fully implement high quality instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on benchmarks, STAAR, common assessments, and appropriate formative assessments.</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services Mathematics Coordinators Mathematics Coaches</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: GENERAL SUPPLIES - 199 - State Compensatory PIC 24 - 199.11.6399.00.838.24.000 - \$40,000 , GENERAL SUPPLIES - 199 - State Compensatory PIC 30 - 199-11-6399-00-838-30-000 - \$40,000, MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211.11.6299.00.838.30.000 - \$195,000, GENERAL SUPPLIES - 289 -Title IV, Part A - 289-11-6399-00-838-24-211 - \$213,333, GENERAL SUPPLIES - 211 - Title I, Part A - 212-11-6399-00-861-30-000 - \$4,400, GENERAL SUPPLIES - 211 - Title I, Part A - 211-11-6399-00-838-30-000 - \$206,764</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Progress Monitoring: Students will use web-based instructional materials (ZEARN K-8) to engage in individualized pathways for students that will strengthen conceptual understanding and mathematics proficiency. PK-8th grade will participate in MAP NWEA BOY, MOY, and EOY math assessments with grade level approved instruments to measure the student's mathematical ability and skill development over time. Students will participate in progress monitoring through district created assessments per every (one to two units) and will receive targeted math instruction and will be progressed monitored to evaluate the student's progress towards their end of year goal. We will provide students, teachers, para-professionals and parents with the resources needed to fully implement progress monitoring. (to include technology, assessment instruments, etc.)</p> <p>Pre-kindergarten students will participate in progress monitoring of mathematics skills from the administration of CIRCLE . K-8 (ZEARN)</p> <p>Strategy's Expected Result/Impact: Increased student progress in number sense, quantitative reasoning skills, and algebra-readiness from the appropriate intervention (CIRCLE, NWEA MAP)</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services Mathematics Coordinators Mathematics Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: GENERAL SUPPLIES - 211 - Title I, Part A - 255-13-6299-00-130-24-000 - \$17,340</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Progress Monitoring: District assessments will be created and administered in grades 2-12. Administrators, teachers and instructional coaches will use a district Data Analysis protocol to analyze trends and patterns. The protocol will ensure that instructional plans are made to intervene through Tier 1 and Tier 2 instruction. Central office teams will convene to review and monitor district level data and determine supports needed to ensure equity across EISD in mathematics performance. Provide students, teachers, para-professionals and parents with the resources needed to fully implement assessment. (to include technology, resources, etc.)</p> <p>Data Analysis will occur after every interim assessment.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on interim assessments, benchmarks, STAAR, and formative assessments.</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services Early Childhood Department Mathematics Coordinators Mathematics Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - State Compensatory PIC 30, - 282 - ESSER III -Elem & Sec Sch Emergency Relief G - \$38,876</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Professional Development: Teachers will be provided with professional development on the utilization of new programs and resource to optimize student acquisition of necessary mathematics skills. Professional development and content videos will be provided to increase teacher content knowledge of the TEKS and conceptual development of mathematics. Professional development will be provided to teachers per grade level to deepen their content understanding.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity to teach mathematics and utilize the tools, technology, platforms, and equipment so that student achievement results improve on district and class assessments, to include formative and summative and STAAR (3-8th) and EOC (HS) exams.</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services Director of Instructional Technology Campus Administration Mathematics Coordinators Mathematics Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 199 - State Compensatory PIC 30 - 199-13-6299-00-838-30-000 - \$50,000</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 3: SCIENCE

The percent of students in grades 5th, 8th and 9th meeting standard on STAAR/EOC Biology composite score will increase 5% across the board by the end of the school year 2023.

5th gr: Composite score of 18% will increase to 23%.





8th gr: Approaches: Composite score of 17% will increase to 22%.

Biology EOC: Composite score of 28% will increase to 33%

Evaluation Data Sources: The performance of this objective will be evaluated using 2022-2023 STAAR scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Program: Pre-K students will engage in developmentally appropriate lessons that incorporate the Prekindergarten Guidelines (social and emotional development, science, and technology) to ensure Kindergarten Readiness in classroom setting and during outdoor learning. We will provide students, teachers, para-professionals, and parents with the resources needed to fully implement on-site, remote and hybrid learning. (to include technology, books, etc.)</p> <p>Strategy's Expected Result/Impact: Increase student performance on CIRCLE EOY and increase kinder readiness skills.</p> <p>Staff Responsible for Monitoring: Senior Director of Educational Operations Principals Instructional Coaches at the ECCs</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Program: Students will participate in inquiry investigations and use science tools to collect data. Tier 1 will include engaging lab investigations from STEMScopes with the integrating of literacy strategies. Students will integrate writing with science investigations by using Claim, Evidence, and Reasoning structure to draw conclusions and support scientific reasoning. EISD will support the development of the science coordinators, the production of high-quality curricular materials and delivery, and growth and development of instructional coaches. We will provide students, teachers, para-professionals, and parents with the resources needed to fully implement learning (to include technology, books, living science materials - Region 20 etc.)</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on STAAR Interim, STAAR, District Based Assessments, and formative assessments.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning District Science Coordinators Math and Science Instructional Coaches</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211-13-6299-00-838-24-000 - \$10,000 , GENERAL SUPPLIES - 211 - Title I, Part A - 211-11-6399-00-838-30-000 - \$206,764</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Progress Monitoring: The science coordinators and instructional coach will train teachers on a student work protocol to monitor and track student TEKS based progress looking at performance tasks and exit tickets. We will provide students, teachers, para-professionals and parents with the resources needed to implement progress monitoring (to include technology applications, assessment instruments, etc.)</p> <p>Strategy's Expected Result/Impact: Increased student progress in on grade level science TEKS mastery.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning District Science Coordinators Math and Science Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Progress Monitoring: District Based Assessments and interim assessments will be created and administered, in grades 2-12. Administrators, teachers and instructional coaches will use a district Data Analysis protocol to analyze trends and patterns. The protocol will ensure that instructional plans are made to intervene through Tier 1 and Tier 2 instruction. Central office teams will convene to review and monitor district level data and determine supports needed to ensure equity across EISD in science performance. Provide students, teachers, para-professionals and parents with the resources needed to implement assessments. (to include technology, resources, etc.)</p> <p>Data Analysis will occur after every District Based Assessment and interim assessments.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on DBAs, interim assessments, STAAR, and formative assessments.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning District Science Coordinators Math and Science Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 282 - ESSER III -Elem & Sec Sch Emergency Relief G - \$38,876</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Professional Development: Teachers will be provided with professional development on the utilization of new digital programs and resources to optimize student acquisition of necessary skills. Professional development will be provided to teachers to deepen their content understanding and instructional pedagogy.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on DBAs, interim assessments, STAAR, and formative assessments.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning District Science Coordinators Math and Science Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 282 - ESSER III -Elem & Sec Sch Emergency Relief G - \$250,000</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 4: SOCIAL STUDIES

The percent of students in grades 8th and 11th meeting standard on STAAR/EOC US History composite score will increase 5% across the board by the end of the school year 2023.

Grade Level Goals:

8th grade: Approaches: Improve composite score of 17% to 23%.





US History EOC: Improve composite score of 49% to 54%.

Evaluation Data Sources: The performance of this objective will be evaluated using 2022-2023 STAAR Scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Program: Pre-K students will engage in developmentally appropriate lessons that incorporate the Prekindergarten Guidelines (social and emotional development, emergent reading and writing, and social studies) to ensure Kindergarten Readiness in classroom setting and during outdoor learning. We will provide students, teachers, para-professionals, and parents with the resources needed to fully implement on-site, remote and hybrid learning. (to include technology, books, etc.)</p> <p>Strategy's Expected Result/Impact: Increase student performance on CIRCLE EOY and increase kinder readiness skills.</p> <p>Staff Responsible for Monitoring: Senior Director of Educational Operations Principals Instructional Coaches at the ECCs</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Program: The district will use the TEKS Resource System to create Unit Resource Guides to ensure students are provided with a comprehensive , TEKS-aligned curriculum. Gradual Release components will include: Pre-assessment, Direct Instruction, Guided Instruction, Independent Practice and Post-assessment. A purposeful Planning Protocol will be used in all planning sessions facilitated by Coordinators and Instructional Coaches to support high quality instruction. District based assessments will be used to ensure backward design planning. The integrated curriculum will be aligned to standards and imbedded literacy content. Differentiation for all student groups will also be part of the planning. Provide students, teachers, para-professionals, and parents with the resources needed to fully implement on-site learning. (to include technology, books, etc.)</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on benchmarks, STAAR & EOC, district based assessments, and formative assessments.</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services Social Studies Coordinator</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: Lead4Ward Resource Guides - 199 - State Compensatory PIC 30 - \$850</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Program: Students will engage in Social Studies instruction designed around process standards by incorporating stimuli, varied instructional strategies, and redesigned STAAR based assessment questions in order to increase critical thinking and problem solving skills. Students will build literacy, writing, critical thinking and observation skills through the use of resources, the analysis of primary sources and other stimuli, in order to deepen their understanding of social studies in grades K-12. Students will participate in the analysis of stimuli and discourse in order to engage in evidence-based argumentation and document-based analytical writing. EISD will support the development of the social studies coordinators, in the production of high-quality curricular materials . Students, teachers, para-professionals, and parents will be provided with the resources needed to fully implement on-site learning. (to include technology, books, etc.)</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on benchmarks, STAAR & EOC, district based assessments, and appropriate formative assessments.</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services Social Studies Coordinators</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: ON LINE SOFTWARE - 211 - Title I, Part A - 211-11-6296-00-838-30-000 - \$50,000</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Progress Monitoring: The social studies coordinator will train instructional coaches and teachers on a student work protocol to monitor and track student TEKS based progress looking at weekly performance tasks. Students, teachers, para-professionals and parents will be provided with the resources needed to fully implement on-site and hybrid progress monitoring. (to include technology, assessment instruments, etc.)</p> <p>Strategy's Expected Result/Impact: Increased student progress in on grade level social studies TEKS mastery.</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services Social Studies Coordinators Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Progress Monitoring: District Based Assessments and interim assessments will be created and administered, in grades 2-12. Administrators, teachers and instructional coaches will use a district Data Analysis protocol to analyze trends and patterns. The protocol will ensure that instructional plans are made to intervene through Tier 1 and Tier 2 instruction. Central office teams will convene to review and monitor district level data and determine supports needed to ensure equity across EISD in science performance. Provide students, teachers, para-professionals and parents with the resources needed to implement assessments. (to include technology, resources, etc.)</p> <p>Data Analysis will occur after every district based assessment and interim assessment.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on interim assessments, benchmarks, STAAR & EOC, and district based assessments.</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services Social Studies Coordinators Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 282 - ESSER III -Elem & Sec Sch Emergency Relief G - \$38,876</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will be provided with professional development on the utilization of new digital programs and resources to optimize student acquisition of necessary skills. Professional development will be provided to teachers to deepen their content understanding and instructional pedagogy.</p> <p>Strategy's Expected Result/Impact: Increase the number of students on-track to graduate on time and on grade level with social studies assessments.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning Social Studies Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: REGION 20 (PEIMS & OTHERS) - 211 - Title I, Part A - 211-13-6239-00-838-30-000 - \$10,000</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 5: Student participation and engagement in EISD elective courses will result in higher grades and improved attendance.

Evaluation Data Sources: Student grades and attendance in elective courses.

Strategy 1 Details	Reviews			
<p>Strategy 1: PHYSICAL EDUCATION To enhance a students educational well-being by developing their physical and social skills through participation in interscholastic sports, physical education, and instilling life-time sports. Along with incorporating lifetime sports, a knowledge of personal health and well-being will also be a part of instruction. Teachers will utilize the SPARK Curriculum resources to support student mastery of PE TEKS. Students will participate in strength, conditioning, agility, and skills building programs. Students will be provided the tools, resources and venues to successfully participate in the athletic program. Students will be provided athletic equipment and hardware for successful participation in desired sport(s). We will continue the upkeep and maintenance of athletic and physical education venues. Teachers and staff will receive any professional development or training to support students in the PE and Athletic Programs.</p> <p>Strategy's Expected Result/Impact: Measurement chart of student progress(Bigger, Faster, Stronger) Fitness Gram</p> <p>Staff Responsible for Monitoring: District Athletic Director & Coordinator Campus Coordinator Athletic/Physical Education Department</p> <p>Funding Sources: - 199 - Local - \$50,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: FINE ARTS EDUCATION: To enhance the education of EISD students by developing their skills in the fine arts and social skills through participation in fine arts programming. This includes in class, co-curricular, extra-curricular, and extended day programming for the arts. We will provide all of the resources, materials, and professional development to ensure that all students receive high quality instruction in our fine arts classrooms.</p> <p>Strategy's Expected Result/Impact: Increased participation in fine arts programs Improved outcomes for students in these programs Improved grades and attendance for students in these programs</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services Fine Arts Coordinator</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 6: College, Career, and Military Readiness

The College, Career, and Military Readiness Scaled score will increase from 43% to 51% (LSG Goal 3).

The percentage of students meeting TSI criteria in both ELA/Mathematics will increase from 15% to 17%. (LSG Goal 3: Progress measure 3.1)





The percentage of students meeting the criterion score on in Advance Placement (AP) exam will increase from 8% to 9%.(LSG Goal 3: Progress measure 3.2)

The percentage of students completing and earning Dual-Credit hours will increase from 30% to 31%. (LSG Goal 3: Progress measure 3.3)

The percentage of Graduates earning an Industry-Based certificate under 19 TAC 74.1003 to increase from 6% to 10%. (LSG Goal 3: Progress measure 3.4.)

Evaluation Data Sources: State Accountability Results

Strategy 1 Details	Reviews			
<p>Strategy 1: High-quality staffing: Recruit and retain highly qualified teachers for CTE courses.</p> <p>Strategy's Expected Result/Impact: Increase teacher content and pedagogy knowledge through professional development opportunities that will in turn, increase student achievement results on CBA, benchmarks, STAAR, Industry Based Certifications, campus walkthroughs and appropriate program assessments. Reduction in teacher turn-over.</p> <p>Staff Responsible for Monitoring: Chief of CCMR and Student Information Systems, CTE Director, CTE Coordinator, and Campus Principals</p> <p>Funding Sources: General Supplies - 244 - CTE - 224.11.6399.0.002.22.855 - - \$14,734</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Experiences & Resources: Enhance student learning experiences through up-to-date resources, program supplies, contracted services, facilities, field-based experiences, innovative materials and equipment for program leaders, teachers and students that will prepare students for career and industry-based certifications and career-ready industry standards.</p> <p>Strategy's Expected Result/Impact: Increased student industry knowledge and performance on industry-based certifications. Increased student achievement in CTE courses and EOC. Increase in the number of IBC and certificates of completions. Alignment of the curriculum to current industry standards. Expansion of offerings of industry certifications. Improvement of strategies for workplace readiness.</p> <p>Staff Responsible for Monitoring: Chief of CCMR and Student Information Systems, CTE Director, CTE Coordinator, and Campus Principals</p> <p>Funding Sources: MISC CONTRACT SERVICES - 244 - CTE - 244-11-6299-00-855-1-22-000 - \$3,000, GENERAL SUPPLIES - 211 - Title I, Part A - 289-11-6399.00-838-024-011 - \$60,657, MISC CONTRACTED SERVICES - 211 - Title I, Part A - 289-11-6299.00-838-30-011 - \$51,000, GENERAL SUPPLIES - 244 - Perkins - 244.11.6399.00.015.22.855 - \$7,000, TRAVEL (STUDENTS ONLY) - 224 - IDEA B - 224-11-6412-00-845-23-000 - \$5,000</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 7: EISD will generate a comprehensive plan to develop and implement choice and innovative schools that follow a performance framework for EISD.

High Priority

HB3 Goal

Evaluation Data Sources: School performance framework. Schools of innovation launch and planning process.

Strategy 1 Details	Reviews			
<p>Strategy 1: Use the quality seats analysis process to tier schools and identify strategic actions in school that improve performance.</p> <p>Strategy's Expected Result/Impact: A system will be created that is data driven and provides schools with the direct support needed to improve academic outcomes for students.</p> <p>Staff Responsible for Monitoring: Theresa Salinas</p> <p>Title I: 2.4, 4.2</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - \$33,000</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 8: Advanced Academics

- EISD will provide a comprehensive advanced academic services plan that develops a National Merit Scholar.
- The percent of students meeting Texas Success Initiative (TSI) criteria in both ELA/reading and mathematics on any of the assessments (Texas Success Initiative Assessment (TSIA), SAT, ACT, College Prep Course) will increase from 17 percent to 24 percent. (LSG Goal 3; Goal Progress Measure 3.1)
- The percent of students meeting the criterion score on an Advanced Placement (AP) or International Baccalaureate (IB) examination in any subject area (criterion score is 3 or more for AP and 4 or more for IB) will increase from 9 percent to 12 percent. (LSG Goal 3; Goal Progress Measure 3.2)
- The percent of students completing and earning credit for at least 3 credit hours in English language arts (ELA) or mathematics or at least 9 credit hours in any subject will increase from 32 percent to 34 percent. (LSG Goal 3; Goal Progress Measure 3.3)

Evaluation Data Sources: The performance of this objective will be evaluated using TSI, ACT, SAT, and AP results. Course completion from Alamo Colleges. CCMR Reporting.

Strategy 1 Details	Reviews			
<p>Strategy 1: Real-World Experiences & Resources: Students will participate in real-world situations, participate in experiences, and be provided the resources and opportunities to provide a multi-tiered system of support for college readiness and access to accelerated curriculum and instruction.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students who score college-ready on TSIA Reading, Writing, and Math. Increase in the number of students who enroll in Dual Credit courses, Early College High School, and AP Courses. Increase in the number of students who meet CCMR indicators. Increase in the number of students applying to colleges and universities. Increase in the number of students completing the FAFSA, and the increase in the number of students applying for scholarships. Increase in the number of students receiving credit by exams. Increase in the number of students earning at least 30 hours of college credit. Increase in the number of students earning an Associates Degree upon high school graduation. Increase in student performance on STAAR exams.</p> <p>Staff Responsible for Monitoring: Chief of CCMR and Student Information Systems Senior Director of Student Support Services Director of Advanced Academics Counseling Coordinator Principals Advanced Academics Teachers</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: TESTING MATERIALS - 199 - State Compensatory PIC 30 - 199-11-6339-003-30-850 - \$9,509</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: High-qualify staffing: Recruit and retain highly qualified teachers for advanced academics courses.</p> <p>Strategy's Expected Result/Impact: Increase the number of students enrolled in advanced courses. Reduce staff turnover. Increase the number of students meeting CCMR indicators</p> <p>Staff Responsible for Monitoring: Chief of CCMR and Student Information Systems CTE Director Director of Advanced Academics Principals Chief of Human Resources</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 274 - GEAR UP Grant - \$30,000, GENERAL SUPPLIES - 274 - GEAR UP Grant - \$30,000</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 9: EISD will increase learner engagement on campus and through blended learning models.

ENGAGEMENT

We will utilize instructional technology, technology, and teacher training and development to help support increasing student engagement.

ATTENDANCE

The attendance rate will increase from 93.1% EOY (report from Scantron Analytics.; however it is not official as of yet) to 95% by EOY 2022.

GRADUATION and DROPOUT PREVENTION





-The Four-Year Longitudinal Graduation Rate (Graduated, Continued in School, or Received GED) will increase from 88.8% to 92.0%.

-To decrease the drop-out rate in grades 7-8 from 0.9% to 0.7 %. -To decrease the drop-out rate in grades 9-12 from 2.1% to 1.6%.

Evaluation Data Sources: Attendance Data, Graduation Rates, and Learner Engagement Data from TNTP Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve Student Attendance: Improve student attendance and learner engagement on campus by engaging in the following practices: Attendance Review Committees Home Visits Community Partnerships Health and Wellness Support- Provide resources to students for their physical needs, such as eye glasses, oral hygiene, body hygiene, hand washing hygiene, respiratory hygiene, and lice treatment. Counseling and Social Service Supports Case Management for School Age Parents Utilize intervention/monitoring software programs to assist campuses with timely interventions Professional Development Remote Conferences</p> <p>Strategy's Expected Result/Impact: Increased daily attendance data Increase the number of school age parents graduating from high school Increased daily attendance, addressed social needs of chronically absent students</p> <p>Staff Responsible for Monitoring: Senior Director of Educational Operations Executive Director of Educational Operations Truancy/Hearing Officer Guidance Team</p> <p>Funding Sources: GENERAL SUPPLIES - 211 - Title I, Part A - 211.33.6399.00.866.124000 - \$1,315.26, CONTRACTED SERVICES - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281.34.6299.00.808.99.000 - \$33,020</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase Graduation Rates and Reduce Drop Out Rates: Complete and review Personal Graduation Plans for all 8th -12th grade students, as required by Texas Education Agency. Offer intersession credit repair, recovery, and opportunities for summer school acceleration/enrichment programs to prepare them for subsequent grade levels. Project Red teams on each campus will work to recover drop-outs prior to the Fall Snapshot date by systematically making phone calls and home visits to locate leavers and engage them in learning, by correctly documenting school leavers in PEIMS, and by providing resources to leavers and their families.</p> <p>Strategy's Expected Result/Impact: Increase graduation rate & course credit completion rates Decrease Drop Out Rates</p> <p>Staff Responsible for Monitoring: Senior Director of Educational Operations Chief of CCMR and Student Information Systems Senior Director of Student Support Services Counseling Coordinator PEIMS Department Campus Administrators and Counselors</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: GENERAL SUPPLIES - 199 - State Compensatory PIC 30 - 199-12-6399 - \$85,000, MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211.11.3299.00.991.30.000 - \$21,899</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Student Development of Instructional Technology Skills: Increase digital learning activities and information access to promote collaboration, creativity, innovation and critical thinking. Students in K - 12 will participate in engaging Technology Applications lessons for the purpose of improving reading, math, writing, science and social studies instruction. All students will participate in viable technology lessons that support, extend and enhance the core content area lessons. Instructional Technology Team will collaborate with all stakeholders to enhance lessons with technology integration in order to bring relevance and real world connections to classroom lessons.</p> <p>Strategy's Expected Result/Impact: Technology products created by students every six weeks. K-12 students will complete their Technology Skills Check Assessments.</p> <p>Staff Responsible for Monitoring: Instructional Technology Team</p> <p>Funding Sources: GENERAL SUPPLIES - 289 -Title IV, Part A - 289.11.6399.00.838.24.211 - \$213,333, GENERAL SUPPLIES - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-11-6399-00-832-30-000 - \$100,000, TECHNOLOGY DEVICES - 282 - ESSER III -Elem & Sec Sch Emergency Relief G - 282-11-6396-00-832-30-000 - \$238,262, TECHNOLOGY DEVICES - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-11-6396-00-832-30-000 - \$941,915, MISC CONTRACTED SERVICES - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-53-6299-00-832-30-000 - \$29,700, MISC CONTRACTED SERVICES - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-53-6299-00-832.99.000 - \$224,000</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Professional Development Instructional Technology: Team will plan, model lessons, and/or co-teach with classroom teachers to assist in the integration of technology as a learning tool. Digital Coordinator will support and promote implementation of technology in school operations through training/coaching. Virtual and blended professional development opportunities such as badging and microcredentials create personalized professional learning to improve practice and impact student achievement.</p> <p>Strategy's Expected Result/Impact: Classroom Walk-through and Co-Teach Lesson Plans Increase the number of teachers integrating technology in their lessons Increase in student created digital products</p> <p>Staff Responsible for Monitoring: Director of Instructional Technology Instructional Technology Team</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Technology Hardware: Students will have access to up to date devices that allow them to learning in a virtual environment (iPAD, Laptop, Hotspots). Students will also have access to additional tools, such as, stylus pens, tablet stand holder, kids case for iPads, kids headphones with bluetooth wireless. Students will have access and the tools needed to participate in core content area lessons through virtual platforms (i.e. after school learning, extended year learning, in-home learning, etc.) Teachers and administrators will have access to the tools and resources to support their ability to provide high quality synchronous and asynchronous instruction.</p> <p>Strategy's Expected Result/Impact: Increase Academic performance; On-grade level Successful Student Engagement in Online Learning Platforms</p> <p>Staff Responsible for Monitoring: Technology Team Curriculum Div</p> <p>Equity Plan</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 199 - Local - 199.61.6299.00.843.30.000 - \$2,880</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Technology Access: Technology access is a key indicator of student and staff have the ability to engage in high quality instruction. We will provide the resources, capacity, and infrastructure to support the academic engagement of our students. Increase speed of network, scalable bandwidth, resiliency, reliability, security and usability of district equipment. Ensure the protection of student and staff computing devices. Implement a fiber Wide Area Network infrastructure that will transport all data telecommunications and video between all EISD sites, to and from the Internet.</p> <p>Strategy's Expected Result/Impact: Zero intrusions of malware Bandwidth capacity reports</p> <p>Staff Responsible for Monitoring: Chief of Innovation and Technology</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-53-6299-00-832-99-000 - \$160,124</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Board Superintendent Goal 1: Focus on Student Success





Performance Objective 10: EISD will provide accelerated learning opportunities including summer intervention, intersession, after school programs, HB 4545 services, and other acceleration initiatives to support student academic success.

High Priority

HB3 Goal

Evaluation Data Sources: Student participation in summer programs, student course completion, and pre and post tests.

Strategy 1 Details	Reviews			
<p>Strategy 1: Closing the GAPS: EISD will provide summer intervention and acceleration to support student academic success. Intersession days and extended day learning opportunities for repair, recovery, and enrichment. Provide students, teachers, para-professionals and parents with the resources needed to fully implement programs and strategies to fill instructional gaps.</p> <p>Strategy's Expected Result/Impact: Student participation in summer programs, student course completion, and pre and post tests. Increase the number of students on-track to graduate on time and on grade level.</p> <p>Staff Responsible for Monitoring: Senior Director of Academic Services, Senior Director of Educational Operations, Senior Director of CCMR</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211.11.6299.00.997.30.000 - \$102,000 , MISC CONTRACTED SERVICES - 282 - ESSER III -Elem & Sec Sch Emergency Relief G - 282-33-6299-00-699-24-000 - \$2,700, MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211.11.6299.00.991.30.000 - \$21,899, TECHNOLOGY DEVICES - 282 - ESSER III -Elem & Sec Sch Emergency Relief G - 282-21-6396-00-818-99-000 - \$2,111, GENERAL SUPPLIES - 211 - Title I, Part A - 211-11-6399-00-838-30-000 - \$206,764</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide acceleration services to students as per HB4545</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 279 - TCLAS ESSER III - 279-11-6299-00-818-24-D06 - \$331,164, MISC CONTRACTED SERVICES - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-11-6299-00-818-24-000 - \$220,000</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide after school programing for students throughout the district. Strategy's Expected Result/Impact: Close math and reading gaps. Staff Responsible for Monitoring: Afterschool programming staff and campus principal</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211-11-6299-00-818-30-000 - \$25,273 , MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211-11-6299-00-104, 143,117,041,114,113,140,112,110,109 -30-838 - \$57,529</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize TCLAS funding to support acceleration efforts including staffing, programs, materials, equipment, enrichment, and partnerships.</p> <p>Funding Sources: staff for Decision 8 and 11, equipment and furniture to support staff, travel for required training - 282 - ESSER III -Elem & Sec Sch Emergency Relief G - \$2,000, - 279 - TCLAS ESSER III, - 429 - TCLAS GR</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Board Superintendent Goal 2: Focus on Students, Families, and Community

The district will increase communication and visibility between parents, teachers, students, and community, regarding educational progress, school events, and a comprehensive plan that addresses family engagement/resources and social services.

Performance Objective 1: Family and Community Engagement: Increase the number of families involved in school and district events. Engage in face-to-face and virtual meetings to support varied levels of access for our families. EISD will offer family, student, and community virtual town halls as well as community surveys to continue meeting the needs of our community. We will provide Family Engagement resources needed to enhance parent skills during these training sessions.

Evaluation Data Sources: The performance of this objective will be evaluated by attendance numbers of families participating in meetings and events.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide family engagement activities and events that will assist parents to help improve their child's academic success. Families will receive Academic Literacy Kits at every Family Engagement Event to engage with students at home.</p> <p>Strategy's Expected Result/Impact: Sign-in documentation data showing attendance trends at parental involvement activities</p> <p>Staff Responsible for Monitoring: Family Engagement Coordinator</p> <p>Funding Sources: MISC OPERATING EXPENSES - 211 - Title I, Part A - 211.61.6299.00.843.24.000 - \$6,000, MISC OPERATING EXPENSES - 278 -Homeless I -TEHCY Supplemental Grant - 278.11.6499.00.846.30.000 - \$22,000, MISC OPERATING EXPENSES - 280 - Homeless II ARP Grant - 280.11.6499.00.846.30.000 - \$42,700</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct parent surveys at the beginning of the year and at the end of the year to find out what topics parents are interested in to increase their awareness and participation in meetings.</p> <p>Strategy's Expected Result/Impact: Results will accommodate parents request for family engagement activities and increase participation.</p> <p>Staff Responsible for Monitoring: Family Engagement Coordinator</p> <p>Funding Sources: - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct bi-monthly Parent Connection Committee meetings at each Head Start campus and schoolwide parent events to enhance parent engagement.</p> <p>Strategy's Expected Result/Impact: Parent participation in instructionally related meetings, establishing expectation for parent involvement in the children's school activities from the beginning of child's educational career</p> <p>Staff Responsible for Monitoring: Site Managers</p> <p>Funding Sources: MISC OPERATING EXPENSES - 205 - Head Start - 205-61-6499-00-125-32-EHS - \$3,000, GENERAL SUPPLIES - 211 - Title I, Part A - 211-61-6399-00-843-30-000 - \$4,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide families with timely communication on school choice offering to assist families in making informed decisions on their child's education.</p> <p>Strategy's Expected Result/Impact: Increased parent knowledge and awareness on the academic program offerings in our schools.</p> <p>Staff Responsible for Monitoring: Office of Innovation</p> <p>Funding Sources: Marketing Materials - 211- School Action Fund (SAF) Implementaion - 211, 258, 289</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: Board Superintendent Goal 2: Focus on Students, Families, and Community

The district will increase communication and visibility between parents, teachers, students, and community, regarding educational progress, school events, and a comprehensive plan that addresses family engagement/resources and social services.

Performance Objective 2: Professional Development: Family Engagement Coordinator, Parent Liaisons, and Parents will be provided with professional development opportunities on best practices on Family Engagement and on the utilization of new digital programs. To help optimize student acquisition of necessary reading skills while meeting them at their current reading level. In addition, Family Engagement Coordinator, Parent Liaisons, and Parents will receive support and training with the use of instructional technology to support enhancing their skills using the platforms, programs and technology equipment.

Evaluation Data Sources: Increased capacity of Family Engagement Coordinator, Parent Liaisons, and Parents

Strategy 1 Details	Reviews			
Strategy 1: Attend professional development sessions and conferences. Strategy's Expected Result/Impact: Enhancement of family engagement program and sharing information obtained. Documentation of attendance/participation. Staff Responsible for Monitoring: Family Engagement Coordinator Funding Sources: Contracted Services - 211 - Title I, Part A - 211.61.6299.00.843.24.000 - \$8,100	Formative			Summative
	Nov	Jan	Apr	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Board Superintendent Goal 2: Focus on Students, Families, and Community

The district will increase communication and visibility between parents, teachers, students, and community, regarding educational progress, school events, and a comprehensive plan that addresses family engagement/resources and social services.

Performance Objective 3: EISD will provide a comprehensive plan that addresses the health, safety and security of our students, staff and community in regard to COVID and other health related or emergency-type responses. Detailed planning, organization, screenings and safety meetings may be used to support the academic and health needs of our learners and staff.

Evaluation Data Sources: School safety videos, parent/family communications, minimizing the spread, equipment data logs, school nurse reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide accurate and up-to-date health screening and emergency response equipment and/or supplies for adequate health promotion, intervention and disease/illness prevention for students and staff.</p> <p>Strategy's Expected Result/Impact: An overall optimal level of health, safety and wellness for students, staff and community.</p> <p>Staff Responsible for Monitoring: Nurse Coordinator</p> <p>Funding Sources: GENERAL SUPPLIES - 211 - Title I, Part A - \$7,315.37, Wello - 266 - ESSER - \$226,792, GENERAL SUPPLIES - 266 - ESSER - 266.11.6399.CV.742.99.000 - \$80,047, MISC CONTRACTED SERVICES - 282 - ESSER III -Elem & Sec Sch Emergency Relief G - 282.61.6299.00.735.99.000 - \$24,500</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure a safe and healthy learning environment for all students, staff and families so that students can focus on academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: District</p> <p>Funding Sources: GENERAL SUPPLIES - 266 - ESSER (sub obj CV) - 266.11.6399-CV.742.99.000 - \$80,047, OTHER SUPPLIES FOR MAINT/OPERA - 282 - ESSER III -Elem & Sec Sch Emergency Relief G - 282-51-6319-00-807-99-000 - \$15,000, GENERAL SUPPLIES - 224 - IDEA B - 224.11.6399.00.845.23.000 - \$57,115, MISC OPERATING EXPENSES - 278 -Homeless I -TEHCY Supplemental Grant - 278-11-6499-00-846-30-000 - \$22,000, MISC OPERATING EXPENSES - 280 - Homeless II ARP Grant - 280-11-6499-00-846-30-000, OTHER SUPPLIES FOR MAINT/OPERA - 289 -Title IV, Part A - 289-51-6319-00-999-99-SHS - \$231,754, BUILDING PURCHASE,CONST.IMPROV - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-81-6629-00-807-99-000 - \$5,500,000, supplies - 205 Head Start EHS</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Board Superintendent Goal 2: Focus on Students, Families, and Community

The district will increase communication and visibility between parents, teachers, students, and community, regarding educational progress, school events, and a comprehensive plan that addresses family engagement/resources and social services.

Performance Objective 4: EISD will provide a comprehensive school safety plan to address the needs of our students and community. Our EISD Police Department will be provided with up-to-date equipment to aid Police Department dispatchers and police officers in maintaining the safety and security of students and staff and provide a safe learning environment.





Evaluation Data Sources: Police Reports
Calls for Service
District Security Systems

Strategy 1 Details	Reviews			
<p>Strategy 1: 1.) Provide accurate monitoring of district cameras/surveillance systems as well as the fire and burglary alarm systems. Provide rapid communication of district's emergency, administration, and transportation radios with first responders from districts and city in time of crisis. 2) To accurately help monitor the safety of police officers, students, staff, and community.</p> <p>Strategy's Expected Result/Impact: Safety and Security Staff Responsible for Monitoring: Chief of Police</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 429-SSI Community Partnership Grant - 429.21.6299.00.805.24.000 - \$49,909, MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211-61-6299-00-843-30-000 - \$3,500</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Board Superintendent Goal 2: Focus on Students, Families, and Community

The district will increase communication and visibility between parents, teachers, students, and community, regarding educational progress, school events, and a comprehensive plan that addresses family engagement/resources and social services.

Performance Objective 5: Provide Family Engagement resources needed to enhance parent skills, to build respectful and trustful partnerships with parents and families to improve students academic success.

Strategy 1 Details	Reviews			
<p>Strategy 1: Family Service Center will provide resources, classes, and an up to date leadership work room titled "El Salon de Ledres" and work for development room called "El Salon de Conexion" to include work areas, technology stations, and learning center for Edgewood families. Ex: (Family Leadership Inst., Parent University, & Community Education Classes).</p> <p>Strategy's Expected Result/Impact: Parents will have the ability to develop skills to enrich their life to be more knowledgeable to assist their students education.</p> <p>Staff Responsible for Monitoring: Family Engagement Coordinator</p> <p>Funding Sources: FURN. AND EQUIP. UNDER 5000 - 404-SSI Community Partnership Grant - 404-61-6395-00-843-24-000 - \$7,224</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide tools/resources for parents to support their children at home with their academic needs.</p> <p>Strategy's Expected Result/Impact: Improve student literacy</p> <p>Staff Responsible for Monitoring: Elementary Teachers and campus administration</p> <p>Title I: 2.4, 2.6, 4.1</p> <p>Funding Sources: MISC OPERATING EXPENSES - 211 - Title I, Part A - 211.61.6499.00.843.24.000 - \$16,900, MISC OPERATING EXPENSES - 404-SSI Community Partnership Grant - 404.61.6499.00.843.24.000 - \$20,000, Supplies for learning with students - 205 Head Start EHS</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Board Superintendent Goal 4: Focus on Employees & Organizational Improvement






Performance Objective 1: Leadership development throughout EISD: Create leadership focused professional development tracks designed around cultivating leaders, developing professional learning networks, learning by progress monitoring, collaboration and knowledge sharing, and reflective practice.

Evaluation Data Sources: State assessments, summative assessments and feedback given to campus/district personnel.

Strategy 1 Details	Reviews			
<p>Strategy 1: Academic Services & School Leadership will provide professional learning opportunities: such as professional conferences, workshops, partner collaborations and virtual learning software, platforms and sessions and other job-embedded activities. The Director of Assessment will provide support to campus and district staff for monitoring compliance for federal and state requirements; data analysis for school improvement and preparation of reports to support planning for staff development and student interventions.</p> <p>Strategy's Expected Result/Impact: Improved curriculum, instruction and assessment.</p> <p>Improved student learning outcomes.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Assistant Superintendent of School Leadership</p> <p>Funding Sources: REGION 20 (PEIMS & OTHERS) - 211 - Title I, Part A - 211.23.6239.00.836.24.000 - \$13,200, MISC. CONTRACTED SERVICES - 211 - Title I, Part A - 211.13.6299.00.838.24.000 - \$12,500, MISC CONTRACTED SERVICES - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-21-6299.00-836-99-000 - \$41,000, MISC CONTRACTED SERVICES - 199 - State Compensatory PIC 30 - 199.13.6299.00.838.30.000 - \$50,000, READING MATERIALS - 211 - Title I, Part A - 211.21.6329.00.838.30.000 - \$40,000, READING MATERIALS - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-21-6329-00-836-99-000 - \$13,440</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement targeted job-embedded professional development for campus administrators and coaches to engage in relevant, tiered and effective job-embedded professional development that focus on deepening leadership capacity, culture building, instructional implementation and other relevant programmatic skills to improve teaching and learning. Professional development services that provides training and leadership development for campus leaders and instructional coaches around instruction.</p> <p>Strategy's Expected Result/Impact: Improved retention of personnel. Improved systems of instructional implementation. Improved student learning outcomes.</p> <p>Staff Responsible for Monitoring: School leadership and Academic Services</p> <p>Funding Sources: MISC. CONTRACTED SVC - 211- Teacher Leadership Grant - TL - 211-11-6299-00-838-11-TLC - \$174,300, MISC. CONTRACTED SERVICES - 199 - State Compensatory PIC 30 - 199-21-6299-00-836-30-000 - \$20,000, REGION 20 (PEIMS & OTHERS) - 211 - Title I, Part A - 211.23.6239.00.836.24.000 - \$13,200, TRAVEL EMPLOYEES - 199 - State Compensatory PIC 30 - 199-23-6411.00-836-30-000 - \$10,000, MISC. CONTRACTED SERVICES - 211 - Title I, Part A - 211.21.6299.00.836.24.000 - \$3,190, MISC. CONTRACTED SERVICES - 289 -Title IV, Part A - 289-21-6299.00-836-24-211 - \$3,790, Misc. Contracted Services - 429-SSI Community Partnership Grant - \$84,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop internal leadership capacity through the utilization of Leverage Leadership, Get Better Faster and modeling as methods to develop professional learning and build leadership capacity with campus administration. School Leadership will facilitate learning opportunities for aspiring administrators that will foster leadership skills, build professional learning networks, create a culture of success, and alignment district of leadership practices. School Leadership will cultivate campus leadership and align systems by implementing a Leadership Framework and Targeted Long Range Plan that include, but are not limited to; professional learning activities, individual coaching, observation and feedback, monitoring the implementation of district protocols and processes, communication, and management of personnel.</p> <p>Strategy's Expected Result/Impact: Improved systems of instructional implementation, teacher improvement, and student progress/increased student achievement. Preparation, retention and promotion of highly trained personnel. Build capacity in campus leadership and align systems to increase student success.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of School Leadership Chiefs of Schools</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 199 - State Compensatory PIC 30 - 199.21.6299.00.836.30.000 - \$20,000, MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211.23.6299.00.838.24.000 - \$5,000</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Academic Services and School Leadership will cultivate leadership skills in assistant principals and instructional coaches through job-embedded professional development, coaching and participation in various professional learning opportunities. Implement targeted job-embedded professional development Content and Literacy Coaches. Learning opportunities focus on building leadership capacity through instructional coaching and Student Centered Coaching by Diane Sweeney. Provide early childhood instructional coaches to support campus teachers at Head Start Campuses.</p> <p>Strategy's Expected Result/Impact: Preparation, Retention and Promotion of Highly Trained Campus Leaders. Data-informed targeted and effective professional development for EISD personnel. Improved systems of instructional implementation. Improved student learning outcomes</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Assistant Superintendent of School Leadership Chiefs of Schools School Leadership Coordinator</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: School Leadership Department Leaders will participate in professional learning opportunities: such as professional conferences, workshops, partner collaborations, and other job-embedded activities.</p> <p>Strategy's Expected Result/Impact: Increased Student Success. Increased Capacity, Retention, and Success of Campus Leadership.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of School Leadership Chiefs of Schools Director of Instructional Technology</p> <p>Funding Sources: Professional Development - 199 - State Compensatory PIC 30 - \$25,000, Contracted Services for IT - 199 - Local - 199-13-6299-00-856 - \$10,000, Contracted Services for Library Media Services - 199 - Local - 199-13-6299-00-841 - \$3,000, Professional Development - 199 - State Compensatory PIC 30 - \$50,000</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Implement and monitor district and private non-profit compliance with state and federal guidelines, and conduct program evaluations to inform/improve programs for effective implementation.</p> <p>Strategy's Expected Result/Impact: Compliance reports; program evaluations</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p> <p>Funding Sources: GENERAL SUPPLIES - 211 - Title I, Part A - 211.21.6399.00.861.30.000 - \$28,435, MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211.21.6299.00.861.30.000 - \$16,100, GENERAL SUPPLIES - 199 - Local - 199.21.6399.00.861.99.000 - \$2,200, FURN. AND EQUIP. UNDER 5000 - 199 - Local - 199.21.6395.00.861.99.000 - \$1,000, TECHNOLOGY DEVICES - 211 - Title I, Part A - 211.21.6396.00.861.30.000 - \$3,000, MISC OPERATING EXPENSES - 199 - Local - 199.21.6499.00.861.99.000 - \$1,000, REGION 20 (PEIMS & OTHERS) - 211 - Title I, Part A - 211-21-6239-00-861-30-000 - \$2,000, SHARED SERVICE AGREEMENTS - 211 - Title I, Part A - 211-93-6492-00-861-24-000 - \$88,479, MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211-11-6299-00-861-30-838 - \$16,100, TRAVEL (EMPLOYEES ONLY) - 279 - TCLAS ESSER III - 279-21-6411-00-861-99-D4C - \$2,500, TRAVEL (EMPLOYEES ONLY) - 279 - TCLAS ESSER III - 279-13-6411-00-861-99-D4C - \$2,500, TRAVEL (EMPLOYEES ONLY) - 211 - Title I, Part A - 211-21-6411-00-861-30-000 - \$3,500, TRAVEL (EMPLOYEES ONLY) - 199 - Local - 199-21-6411-00-861-99-000 - \$3,000</p>	Formative			Summative
	Nov	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Board Superintendent Goal 4: Focus on Employees & Organizational Improvement

Performance Objective 2: HIGHLY EFFECTIVE INSTRUCTIONAL STAFF and TEACHER RETENTION





Provide the training and professional development needed to support retention and build capacity of all EISD team members.

Increase the effectiveness of instructional staff and teacher retention.

-Offer and support the implementation of targeted needs-based professional development in accordance with district initiatives to 100%

-The turnover rate of teachers leaving the district will decrease from 22% to 20% by the end of school year.



Evaluation Data Sources: Sign-Ins
Agendas
Increased Retention and Staff Proficiency




Strategy 1 Details	Reviews			
<p>Strategy 1: The New Teacher Induction program is a comprehensive multi-tiered system of job-embedded professional development focused on deepening pedagogical practice, content knowledge, and the monitoring and adjustment of instructional implementation. Provide a year long New Teacher to EISD Institute, New Teacher Touchpoint, which begins with a three day institute and continues with a four part learning series . Ongoing support will focus first year teachers on classroom management routines and procedures, planning, and data analysis. The induction system will include multiple layers of support for new teachers to increase retention rate. Provide a qualified mentor to newly hired teachers with 0 years of experience. New Teacher Mentoring program includes Texas Beginning Educator and Support System (TxBESS) training for the mentor and regular mentor and new teacher meetings and new teacher observations of peers.</p> <p>Strategy's Expected Result/Impact: Eduphoria Workshop Reports New Teacher surveys Mentor Training Schedule, Mentor Support Logs, New Teacher Peer Observation Logs, end of the year surveys</p> <p>Staff Responsible for Monitoring: Professional Development Director, Content Coordinators, Literacy and Instructional Coaches, Talent Management, School Leadership</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development training to nurses so they can provide quality care to all students. Ensure that school health care workers capture more under insured and uninsured students in need of physician evaluation for vision, hearing and dental services. Complete state mandated screenings and identify students needing vision and hearing, dental evaluations. Refer to appropriate health care provider and/or dentist for treatment.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets of attendance, CPR certifications and state mandated certifications and compliance Increase the number of under insured and uninsured students from 15% to 25% by using Title I funding for students.</p> <p>Staff Responsible for Monitoring: Director of Student Support Services</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.


Performance Objective 1: Improve student achievement for all special education students.


Evaluation Data Sources: This objective will be evaluated using 2022-23 RDA results and 2022-23 STAAR results.


Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in continuum of services with an area of focus in literacy at all levels using Tier 3 interventions, differentiated instructional strategies and accommodations, to include behavior support. This will be monitored by campus administration, special education staff and central office to assure individual student needs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on interim assessments, DBA, STAAR and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Special Education Evaluation and Compliance Coordinator Special Education Instructional Coordinator Special Education Program Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 224 - IDEA B - 224-11-6299-00-845-23-000 - \$445,000, GENERAL SUPPLIES - 224 - IDEA B - 224-13-6399-00-845-23-000 - \$17,066</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and Paraprofessionals will participate in professional staff development to gain knowledge in dyslexia, positive behavior interventions, accommodations, modifications and differentiated instructional practices and strategies while adhering to the Least Restrictive Environment framework by using Crisis Prevention Interventions, 321 Insight, Touch Math and MobyMax. Teachers and paraprofessionals in a self-contained setting who provide services in an alternate curriculum will receive training with N2Y: Unique Learning Curriculum, SymbolStix, and Vizzle.</p> <p>Strategy's Expected Result/Impact: Increase student achievement results on interim assessments, DBA, STAAR and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Special Education Instructional Coordinator Special Education Program Specialists</p> <p>Funding Sources: REGION 20 (PEIMS & OTHERS) - 224 - IDEA B - 224.13.6239.00.845.23.000 - \$4,000</p>	Formative			Summative
	Nov	Jan	Apr	June
				


Strategy 3 Details	Reviews			
<p>Strategy 3: Students will receive instructional and related services as identified by the Admission Review Dismissal Committee (ARDC); services such as: Regional Day School for the Deaf , speech therapy, Homebound Services, In Home Training, occupational therapy, deaf interpreters, language interpretation, music therapy, psychological assessment, orientation and mobility and non public day school.</p> <p>Strategy's Expected Result/Impact: Increased student performance on interims assessments, DBA, STAAR, and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Special Education Evaluation and Compliance Coordinator Special Education Instructional Coordinator Special Education Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 224 - IDEA B - 224-11-6299-00-845-23-000 - \$435,000, TRAVEL (STUDENTS ONLY) - 224 - IDEA B - 224-11-6412-00-845-23-000 - \$5,000, TESTING MATERIALS - 224 - IDEA B - 224-11-6339-00-845-23-000 - \$10,000</p>	Formative			Summative
	Nov	Jan	Apr	June
	 75%			
Strategy 4 Details	Reviews			
<p>Strategy 4: Special education staff, teachers and contract personnel will be trained and utilize an electronic web-based program to document students with disabilities and progress monitor per their Admission, Review and Dismissal (ARD).</p> <p>Strategy's Expected Result/Impact: ARD compliance reports</p> <p>Staff Responsible for Monitoring: Special Education Evaluation and Compliance Coordinator Special Education Instructional Coordinator</p>	Formative			Summative
	Nov	Jan	Apr	June
	 75%			
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide 18+ student learning experiences through Community Based Instruction (CBI) and district student led enterprises to prepare students for career and industry based employment opportunities.</p> <p>Strategy's Expected Result/Impact: Increase student learning and employment opportunities.</p> <p>Staff Responsible for Monitoring: Special Education 18+ Transition Coordinator</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: GENERAL SUPPLIES - 224 - IDEA B - 224-11-6399-00-845-23-000 - \$60,424</p>	Formative			Summative
	Nov	Jan	Apr	June
	 70%			

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide student, parents, and staff learning experiences by providing access to community events. This will allow staff opportunities to monitor and implement students IEP goals through up-to-date program supplies, innovative materials furniture and equipment including, but not limited to, iPads, laptops, printers, headsets, hearing aids, and FM systems.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on STAAR and program assessments, student engagement and attendance.</p> <p>Staff Responsible for Monitoring: Special Education Instructional Coordinator Special Education 18+ Transition Coordinator Special Education Program Specialists</p> <p>Funding Sources: GENERAL SUPPLIES - 224 - IDEA B - 224-11-6399-00-845-23-000 - \$60,424, GENERAL SUPPLIES - 225 - SPED - Early Childhood - 225-11-6399-00-845-23-000 - \$2,500</p>	Formative			Summative
	Nov	Jan	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 2: Improve student achievement for all English Language Learners.





Evaluation Data Sources: The performance of this objective will be measured using STAAR, TELPAS and PBMAS data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Model: Create and establish a group of committed educators to serve as a member of the Dual Language Advisory Council for Elementary and Secondary DL in EISD. The DLAC's purpose is to ensure compliance, program fidelity and identify student needs and services.</p> <p>Strategy's Expected Result/Impact: (1) deepen understanding among district educators and leaders of best practices in the research regarding dual language education; (2) identify specific areas in dual language modeling that need improvement, and (3) make recommendations for district actions and improvements to be taken and implemented in the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Multilingual Services Director</p> <p>Funding Sources: - 199-Bilingual PIC 25 - \$60,000, - 263 - Title III - \$20,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Model: Place English Learners (EL) in dual language Models and/or ESL classes. ELs participating in these programs will receive English language development and sheltered instruction strategies. This will support comprehensible input, develop academic language, increase student achievement and raise English language proficiency for students.</p> <p>Strategy's Expected Result/Impact: Identified English learners are placed in the appropriate program</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services Multilingual Services Coordinators</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 263 - Title III - 263.13.6299.00.839.25.000 - \$75,000, GENERAL SUPPLIES - 263 - Title III - 263-11-6399-00-839-25-000 - \$80,298</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Professional Development: Coordinators will provide job embedded coaching to support English learners with second language acquisition strategies (English and/or Spanish depending on the program). The intended outcome is to effectively address the content TEKS in critical areas to differentiate and meet the needs of English Learners based on the language of instruction/language framework. Teachers will participate in professional development and coaching, virtual and face to face, to increase academic outcomes for English Learners.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CBA's, benchmarks, STAAR, and TELPAS</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services Multilingual Services Coords</p> <p>Funding Sources: Misc. Contracted Services - 263 - Title III - 263.13.6299.00.839.25.00 - \$58,000, General Supplies - 263 - Title III - 263-13-6399-00-839-25-000 - \$6,403</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Instructional Model & Professional Development: Address the linguistic needs of English Learners as identified and documented by the Language Proficiency Assessment Committee (LPAC). Documentation such as the identification test results, progress monitoring and LPAC recommendations will be collected for campus and district review.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR and English language proficiency growth on TELPAS</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services</p> <p>Funding Sources: Frontline platform - 199-Bilingual PIC 25 - \$17,000, Testing materials - 199-Bilingual PIC 25 - \$20,000, - 263 - Title III - 263.11.6399.00.839.125000 - \$1,666.35</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Professional Development: Provide and attend professional development opportunities to address classroom needs, and program implementation.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CBA's, benchmarks, STAAR, TELPAS and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Multilingual Director</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 263 - Title III - 263-13-6299-00-839-25-000 - \$58,000, GENERAL SUPPLIES - 263 - Title III - 263-13-6399.00-839-25-000 - \$6,403, TRAVEL (EMPLOYEES ONLY) - 263 - Title III - 263-21-6411-00-839-25-000 - \$2,675, TRAVEL-CONF-DIRECTOR - 199-Bilingual PIC 25 - 199-21-6411-00-839-25-000 - \$1,932, TECHNOLOGY DEVICES - 263 - Title III - 263-13-6396-00-839-25-000 - \$1,674</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Instructional Model: Provide a summer bilingual program for Prek 4 and Kinder English Learners (ELs) to develop and enhance bi-literacy skills that will prepare them for subsequent grade levels.</p> <p>Strategy's Expected Result/Impact: Increase student achievement using CIRCLE, Istation data and Oral Language Proficiency data.</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services</p> <p>Funding Sources: Personnel, Materials - 199-Bilingual PIC 25 - \$20,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Instructional Model: Implement the English Language Proficiency Standards (ELPS) with an emphasis on promoting student's English language development aligned to the language proficiency levels of English learners. This will serve in the foundation of the English language necessary to support content learning.</p> <p>Strategy's Expected Result/Impact: Increased student English language proficiency on TELPAS</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services Multilingual Services Coordinators</p> <p>Funding Sources: Resources - 263 - Title III - \$0</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Assessment: Analyze TELPAS language proficiency data to assess the student's language growth in order to differentiate instruction and identify students that potentially can meet reclassification criteria which will result in reducing the number of long-term ELs and parent denials.</p> <p>Strategy's Expected Result/Impact: Increased student language proficiency level (TELPAS) and appropriate curriculum assessments. Decreased number of long term ELs.</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services Multilingual Services Coordinators</p> <p>Funding Sources: Training - 199-Bilingual PIC 25 - \$20,000</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Instructional Model: Implement activities and instructional approaches, such as differentiation, aimed at fostering language growth specific to TELPAS domains. English learners should have opportunities to engage in meaningful and constructive conversations, oral presentations and technology to support English language development.</p> <p>Strategy's Expected Result/Impact: Increased student language proficiency level (TELPAS) and appropriate curriculum assessments.</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services Multilingual Services Coordinators</p> <p>Title I: 2.4, 2.6 - Results Driven Accountability</p> <p>Funding Sources: GENERAL SUPPLIES - 263 - Title III - 263-11-6399-00-839-25-000 - \$65,298, CONTRACTED SERVICES - 263 - Title III - 263-11-6299-00-839-25-000 - \$26,000, TECHNOLOGY DEVICES - 263 - Title III - 263-11-6396-00-839-25-000 - \$74,672</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Professional Development: Build teacher capacity in the areas of instructional environment, instructional delivery, and content knowledge by building collaborative relationships between Bilingual/ESL, Academics, and Special Programs to support the needs of ELs and newcomers.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CBA's, benchmarks, STAAR, Eduphoria reports and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services Multilingual Services Coordinators</p> <p>Funding Sources: Materials, PD - 199-Bilingual PIC 25 - \$20,000, Membership fees - 199-Bilingual PIC 25 - \$1,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Instructional Model: Provide parents with informational resources and meetings in their native language about the benefits of bilingual/ESL education, program models, and second language acquisition strategies.</p> <p>Strategy's Expected Result/Impact: Increased understanding and knowledge on bilingual/ESL program models.</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services Multilingual Services Coordinators</p> <p>Funding Sources: Resources - 263 - Title III - \$10,000</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 12 Details	Reviews			
<p>Strategy 12: Professional Development: Provide a series of virtual and recorded professional development workshop to support educators in effective implementation of the revised Dual Language (DL) model framework at the elementary and secondary level.</p> <p>Strategy's Expected Result/Impact: The PD workshops is to increase principal and teacher understanding and ability to implement the new EISD DL model Framework in elementary and secondary.</p> <p>Staff Responsible for Monitoring: Director of the Multilingual Services Multilingual Services Coordinators</p> <p>Funding Sources: - 263 - Title III - 13-629900837024000 - \$10,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Instructional Model: Provide instructional resources to teachers of English Learners that supports the new DL framework and increase language acquisition at the secondary level.</p> <p>Strategy's Expected Result/Impact: Increase Biliteracy and Bilingualism for Dual Language students and language acquisition at the secondary level.</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services Multilingual Services Coordinators.</p> <p>Funding Sources: Supports for language acquisition. - 263 - Title III - \$10,000, - 199-Bilingual PIC 25 - \$5,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Professional Development: Subtitute pay will be allotted to campuses for teachers who attend local and out of district training.</p> <p>Strategy's Expected Result/Impact: Increase in student achievment and pedagogial practices that target English Language Acquisition</p> <p>Staff Responsible for Monitoring: Multilingual Services Director and Coordinators</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 263 - Title III - \$10,000</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 3: Migrant students reaching the scale score level in reading STAAR will increase by 3% and math STAAR will increase by 5% by the year 2023. The district will collaborate with ESC to ensure all eligible migrant families are properly identified, recruited, and served by in order to provide the supplemental services needed to guarantee student success in school.

Evaluation Data Sources: The performance of this objective will be measured using STAAR, TELPAS, and PBMAS data. 90% of Migrant Surveys returned by parents/caregivers. Number of students identified as Migrant through paper/online enrollment.





Strategy 1 Details	Reviews			
<p>Strategy 1: Attend Identification and Recruitment (ID&R) training offered by ESC - Recruiters and Designated Reviewers for the Migrant Education Program (MEP).</p> <p>Strategy's Expected Result/Impact: Monthly reports accounting for all migrant students as well as though who are identified as Priority for Service (PFS).</p> <p>Staff Responsible for Monitoring: ESC MEP staff</p> <p>Title I: 2.4, 2.6 - Equity Plan</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Recruiters will complete Certificates of Eligibility (COE's) for all families who currently reside, qualify under McKinney Vento or move into district boundaries.</p> <p>Strategy's Expected Result/Impact: Completed COE's</p> <p>Staff Responsible for Monitoring: ESC MEP assigned recruiters and reviewers.</p> <p>Equity Plan</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Recruiters will conduct residency verification for all current migrant families who have not made a new qualifying move (QAD).</p> <p>Strategy's Expected Result/Impact: Residency verification tab on COE.</p> <p>Staff Responsible for Monitoring: ESC MEP recruiter</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: ESC Migrant Education Program staff will monitor Priority for Service students on a monthly basis, and quarterly will monitor students through Student Progress Review form.</p> <p>Strategy's Expected Result/Impact: Through reports campuses will be updated on their perspective students to provide additional support.</p> <p>Staff Responsible for Monitoring: ESC MEP staff.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 4: 504 / Dyslexia: EISD will meet the needs of our dyslexia population with identification, instruction and program monitoring. Students will participate in dyslexia interventions and be provided support through the implementation of





Evaluation Data Sources: Program self evaluation based on number of referrals, parent survey and membership. Completion of dyslexia program modules by grade 5.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will implement the use of reading strategies and learning accommodations learned in the Dyslexia Intervention Program.</p> <p>Strategy's Expected Result/Impact: Increased students achievement in state, district, and local assessments as measured by the goals above.</p> <p>Staff Responsible for Monitoring: Dyslexia and 504 Specialist</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff development for Dyslexia teachers to identify and service students in the Dyslexia Program.</p> <p>Strategy's Expected Result/Impact: Increased student performance in state, district, and local assessments.</p> <p>Staff Responsible for Monitoring: Dyslexia/504 Specialist</p> <p>Funding Sources: TECHNOLOGY DEVICES - 199 - Local - 199-21-6396-00-847-37-000 - \$1,649, TECHNOLOGY DEVICES - 282 - ESSER III -Elem & Sec Sch Emergency Relief G - 282-21-6396-00-818-99-000 - \$2,111</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 5: Provide services for Homeless/McKinney Vento students

Evaluation Data Sources: Review of attendance, discipline and STAAR data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide clothing and hygiene kits for homeless students.</p> <p>Strategy's Expected Result/Impact: Student attendance will increase due to students having clothing and hygiene products to be able to attend school.</p> <p>Staff Responsible for Monitoring: Campus social workers and counselors and McKinney Vento Liaison</p> <p>Funding Sources: MISC OPERATING EXPENSES - 280 - Homeless II ARP Grant - 280-11-6499-00-846-30-000 - \$42,700, MISC OPERATING EXPENSES - 278 -Homeless I -TEHCY Supplemental Grant - 278-11-6499-00-846-30-000 - \$22,000</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Student Support Services: To provide a well-rounded education to increase student achievement.

Performance Objective 1: Early Childhood Education Programs: EISD will implement a Pre-Kinder, Head Start, and Early Head Start Program. We will provide an aggressive retention and recruitment plan to maintain enrollment in the early childhood program to improve kinder readiness. We will provide the resources and supports for our students and staff in order to thoroughly address the needs of our students in the early childhood programs. This includes meeting all compliance and regulatory measures outlined in these programs.

Evaluation Data Sources: Increased Kinder Readiness
 Head Start compliance
 Pre-Kinder Guidelines
 Pre-Kinder Assessments (CIRCLE)

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide department staff to support Head Start Program and Early Head Start Program</p> <p>Strategy's Expected Result/Impact: Program Compliance</p> <p>Staff Responsible for Monitoring: Senior Director of Educational Operations ECC Principals</p> <p>Funding Sources: GENERAL SUPPLIES - 205 Head Start EHS - \$1,183</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Head Start program including all ERSEA (Eligibility, Recruitment, Selection, Enrollment, Attendance) related activities as mandated by program requirements.</p> <p>Strategy's Expected Result/Impact: Informed communication Increased kinder readiness</p> <p>Staff Responsible for Monitoring: Senior Director of Educational Operations</p> <p>Funding Sources: MISC OPERATING (ADV & PUBLICAT - 205 - Head Start - 205-23-6499-00-818-32-000 - \$11,500, GENERAL SUPPLIES - 205 - Head Start - 205-23-6399-00-818-32-000 - \$1,000</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide all equipment, resources, and materials needed to provide a high quality academic and social emotional program for our head start students. Such as electronic devices including computers, printers, screens, etc. as well as supplies and materials to support administration of the Head Start program. Provide equipment, materials and training to support Outdoor learning for early childhood students. Provide fencing and equipment for early childhood playground areas.</p> <p>Strategy's Expected Result/Impact: Efficient program operation Compliance standards</p> <p>Staff Responsible for Monitoring: Senior Director of Educational Operations</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 205 - Head Start - 205-51-6299-CV-125-1320000 - \$125,000, GENERAL SUPPLIES - 205 - Head Start - 205.23.6399.00.818.32.EHS - \$1,000, GENERAL SUPPLIES - 404-SSI Community Partnership Grant - 404.21.6399.00.867.24 - \$10,000, TECHNOLOGY DEVICES - 205 - Head Start - 205.23.6396.00.818.32.000 - \$15,000, GENERAL SUPPLIES - 205 - Head Start - 205.23.6399.00.818.32.000 - \$1,183, MISC CONTRACTED SERVICES - 205 - Head Start - 205-51-6299-00-118-32-HSA - \$230,360, MISC CONTRACTED SERVICES - 205 - Head Start - 205-51-6299-00-125-32-EHA - \$227,199, TECHNOLOGY DEVICES - 205 Head Start EHS - 205-23-6396-00-818-32-EHS - \$1,860</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Required snacks and meals: Designate a daily snack time in each pre-kinder class and provide snack for each student. Provide family style dining and daily snacks for all Head Start students in accordance with guidelines.</p> <p>Strategy's Expected Result/Impact: Increased attendance, health & wellness, and ability to learn</p> <p>Staff Responsible for Monitoring: Cafeteria reports Inclusion in daily Pre-K schedule ECC Principals Food Services Director</p> <p>Funding Sources: Daily snack for all prekindergarten students - 211 - Title I, Part A - 211-11-6499-00-818-034-000 - \$16,000, Head start meal compliance - 205 - Head Start - \$115,000</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement Health & Wellness Requirements According to Head Start Guidance: We will provide CPR and first aid training to all Head Start staff. We will provide supplies for daily tooth-brushing and increased cleanliness standards for all Head Start students as required by the program guidelines. Connect all Head Start students with a medical home through monthly contact by Family Service Workers. Provide opportunities for participation in wrap around services that support health needs.</p> <p>Strategy's Expected Result/Impact: Meet Head Start Compliance, provide trained staff for emergency situations if needed Improved oral care, clean and sanitary rooms less absences due to dental health needs, prevent the spread of germs</p> <p>Staff Responsible for Monitoring: Senior Director of Educational Operations ECC Principals ECC Teachers & Staff</p> <p>Title I: 2.4</p> <p>Funding Sources: supplies - 205 - Head Start - \$4,000, Oral Care Items - 205 Head Start EHS - \$6,000, supplies to support medical needs - 205 - Head Start - \$5,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide transportation for Head Start students</p> <p>Strategy's Expected Result/Impact: Improve attendance at Head Start program</p> <p>Staff Responsible for Monitoring: Senior Director of Educational Operations</p> <p>Funding Sources: TRAVEL (STUDENTS ONLY) - 211 - Title I, Part A - 211-11-6412-00-818-34-000 - \$7,000, VEHICLES - 205 Head Start EHS - 205.34.6631.00.818.32.HSA - \$140,645</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide support for the provision of Early Head Start and Head Start services in all program areas, in facilities, programs, technology, furniture, supplies, and training</p> <p>Strategy's Expected Result/Impact: Full implementation of the Early Head Start Program</p> <p>Staff Responsible for Monitoring: Senior Director of Educational Operations</p> <p>Title I: 2.4</p> <p>Funding Sources: MISC OPERATING EXPENSES - 205 - Head Start - 205-13-6499-00-818-32-HSA - \$4,500, MISC OPERATING EXPENSES - 205 - Head Start - 205-13-6499-00-818-32-000 - \$720</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide professional development to all Head Start staff on compliance requirements and to keep their skills up to date and aligned to program expectations. PD will be for teachers, paras, and all relevant staff. Head Start Instructional Coaches will develop lesson plan templates to align resources and expectations and provide support including materials, coaching, and training to pre-K teachers. Provide professional development to early childhood professionals and paraprofessionals to increase their knowledge of age level appropriate practices. Provide a Head Start 101 Induction program for all staff new to the program.</p> <p>Strategy's Expected Result/Impact: Improved CLASS scores Improved planning, greater efficiency in planning times and consistency across Pre-K program Improved kinder readiness Increased Head Start compliance</p> <p>Staff Responsible for Monitoring: Senior Director of Education Operations</p> <p>Funding Sources: TRAVEL (EMPLOYEES ONLY) - 205 - Head Start - 205.21.6411.00.818.32.000 - \$1,500, TRAVEL (EMPLOYEES ONLY) - 205 - Head Start - 205.23.6411.00.818.32.000 - \$5,393, TRAVEL (EMPLOYEES ONLY) - 205 Head Start EHS - 205.21.6411.00.818.32.EHS - \$1,500, MISC OPERATING EXPENSES - 205 - Head Start - 205-23-6499-00-818-32-000 - \$1,600, MISC OPERATING EXPENSES - 205 - Head Start - 205-13-6499-00-818-32-000 - \$720, MISC OPERATING EXPENSES - 205 - Head Start - 205-13-6499-00-125-32-000 - \$1,500, MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211-11-6299-00-818-34-000 - \$4,500, GENERAL SUPPLIES - 205 - Head Start - 205-23-6399-00-818-32-000 - \$1,183</p>	Formative			Summative
	Nov	Jan	Apr	June

0%

No Progress

100%

Accomplished

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Continue/Modify

✗

Discontinue





Goal 5: Student Support Services: To provide a well-rounded education to increase student achievement.

Performance Objective 2: Provide a preventative comprehensive developmental guidance program that addresses responsive services that support social and emotional well-being of students, staff, and community.

Evaluation Data Sources: Increase academic achievement, attendance, and discipline referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide department staff, Counselors and Social Workers, with training on identifying and reporting a mental health crisis, so that they can support and train campus staff on signs and symptoms of child abuse, trauma informed care and bullying.</p> <p>Strategy's Expected Result/Impact: Staff will provide services and resources that support students with mental health resources. Educate faculty and staff on signs and symptoms of child abuse, trauma informed care and bullying. Guidance and Counseling team will support and train campus staff on signs and symptoms of child abuse, trauma informed and bullying.</p> <p>Staff Responsible for Monitoring: Director of Guidance and Counseling Coordinator of Guidance Counseling Counselors and Social Workers</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Child Safe will provide Professional Development on child abuse and sex trafficking reporting policies to all Counselors and Social Workers.</p> <p>Strategy's Expected Result/Impact: Counselors and Social Workers will train campus staff through annual mandatory training on Child abuse reporting procedures.</p> <p>Staff Responsible for Monitoring: Director of Guidance and Counseling Coordinator of Guidance and Counseling Counselors and Social Workers</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselors and Social Workers will provide training on policy and procedures to students, staff and parents. Topics to include: Bullying, Character Education, Child Abuse Prevention, Dating Violence, Human Sexuality, LGBTQ, Mental health, Social Emotional Learning and Suicide Prevention</p> <p>Strategy's Expected Result/Impact: Improved student behavior, academic success and social emotional wellness.</p> <p>Staff Responsible for Monitoring: Director of Guidance and Counseling Coordinator of Guidance and Counseling Counselors and Social Workers</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide an evidence based program (CASEL) that will provide social and emotional support to increase student achievement and provide the skills for students to resolve conflicts. Counselors will train campus staff on SEL strategies and the use of restorative circles to promote student mental health and wellness.</p> <p>Strategy's Expected Result/Impact: Improved student behavior, academic success and social emotional wellness. Staff Responsible for Monitoring: Director of Guidance and Counseling Coordinator of Guidance and Counseling Counselors and Social Workers</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Counselors and Social workers will provide counseling small groups (Elem minimum of 4-6) and (Secondary minimum of 2-4) to identified students to assist them with overcoming issues that are preventing academic achievement and emotional wellness.</p> <p>Strategy's Expected Result/Impact: Improved student behavior, academic success and social emotional wellness. Staff Responsible for Monitoring: Director of Guidance and Counseling Coordinator of Guidance and Counseling Counselors and Social Workers</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Counselors and Social Workers will provide preventative services to students through use of the Texas Model for Comprehensive School Counseling Program, addressing the four competencies (Intrapersonal Effectiveness. Interpersonal Effectiveness. Personal Health and Safety and Post- Secondary Education and Career Readiness).</p> <p>Strategy's Expected Result/Impact: Improved student behavior, academic success and social emotional wellness. Staff Responsible for Monitoring: Director of Guidance and Counseling Coordinator of Guidance and Counseling Counselors and Social Workers</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Counselors and Social Workers will implement a character education program using the six pillars of character (Josephson Institute) into the guidance curriculum, and train teachers on incorporating the six pillars into their daily lessons at every campus.</p> <p>Strategy's Expected Result/Impact: Improved student behavior, academic success and social emotional wellness. Staff Responsible for Monitoring: Director of Guidance and Counseling Coordinator of Guidance and Counseling Counselors and Social Workers</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 8 Details	Reviews			
<p>Strategy 8: Professional Development: Provide a variety of research-based and effective professional learning opportunities that builds counselor and social worker capacity to respond to the social and emotional well-being of students, families, and employees.</p> <p>Strategy's Expected Result/Impact: Improved student behavior, academic success and social emotional wellness. Increased knowledge of staff to provide support to teachers, administrators, parents and students.</p> <p>Staff Responsible for Monitoring: Director of Guidance and Counseling Coordinator of Guidance and Counseling Counselors and Social Workers Principals</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Counselors and Social Workers will educate students and parents on the following topics: Career education, higher education admissions and financial aid opportunities through use of Naviance and Dream center staff</p> <p>Strategy's Expected Result/Impact: Students will develop the knowledge, skills, and competencies necessary to make informed educational and career decisions beyond high school.</p> <p>Staff Responsible for Monitoring: Director of Guidance and Counseling Coordinator of Guidance and Counseling Counselors and Social Workers</p> <p>Funding Sources: MISC CONTRACTED SERVICES - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281-31-6299-00-867-99-000 - \$50,000, MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211-32-6299-00-002-30-838 - \$30,000, MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211-32-6299-00-003-30-838 - \$30,000, MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211-32-6299-00-002-30-000 - \$7,500, MISC CONTRACTED SERVICES - 211 - Title I, Part A - 211-32-6299-00-003-30-000 - \$7,500</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Student Support Services: To provide a well-rounded education to increase student achievement.

Performance Objective 3: Social emotional learning / mental and emotional wellness

Evaluation Data Sources: Discipline and attendance records
 Academic performance data
 Counseling Referrals
 Staff Retention

Strategy 1 Details	Reviews			
<p>Strategy 1: The District will prioritize staff mental health and wellness by providing resources, strategies, awareness information, and mindfulness practices through available sources.</p> <p>Strategy's Expected Result/Impact: Increase ability of staff to self-regulate emotions and manage stress Improved staff retention</p> <p>Staff Responsible for Monitoring: Director of Guidance and Counseling Coordinator of Guidance and Counseling Counselors and Social Workers Principals Human Resources</p> <p>Funding Sources: GENERAL SUPPLIES - 211 - Title I, Part A - 281-32-6399-00-867-30-000 - \$3,000</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Truancy Officer	Truancy Officer	1
Truancy Officer	Truancy Officer	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Assessment and Accountability Director	Assessment and Accountability Director	Assessment and Accountability - Title I	1
Coordinator	Digital Instructional Tech Coordinator	Instructional Technology	1
Coordinator	High School Math Coordinator	Academics	1
Coordinator	Math Coordinator	Academics	1
Coordinator	PreK/Head Start Coordinator	Academics	.5
Federal Program Specialist - Finance	Federal Program Specialist	Federal Programs	1
Liaison	Lead Parent Liaison	Parent Family Engagement	1
Parent Engagement Coordinator	Parent Engagement Coordinator	Parent Family Engagement	1
Program Monitor	Homeless Program Monitor	Homeless Program	.33

**2022-2023 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan
Education Service Center, Region 20**

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA. (ongoing) TX-NGS training: September 15
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migratory Children: Contact potentially eligible migratory families using door-to-door recruitment efforts, by collecting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. Currently Eligible Migratory Children: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. Note: Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs/ECOEs.</u> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs/ECOEs.</u> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> • Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	Staff: Designated SEA Reviewers Systems Specialists	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP administrators and recruiters	Update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (Ongoing)
B. Other		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. <u>Eligibility review.</u> Forward COEs/ECOEes with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEes that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEes in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	December
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		INDIVIDUALS RESPONSIBLE
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.	By July 30

B. Other -- MEP Family Surveys

LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20
MEP administrative assistant
Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not
MEP Family Surveys are retained for the current year and previous year per state documentation purposes

Staff: MEP Coordinator
LEA designee
ESC-20 Administrative Assistant
Recruiters

September 1 -- 1st deadline, then ongoing

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on TX-NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> ● For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: ESC Region 20
Region: 20

Priority for Service (PFS) Action Plan

School Year: 2022-2023

Filled Out By: ESC-20 MEP Team
Date: 07/20/2022

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s): Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	Objective(s): 100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by end of month	-Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annually by September 30	-Migrant Coordinator -Educational Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annually by September 30	-Educational Specialists -District Designee	-Copy of District Improvement Plan

			showing insertion of PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migratory students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service reports. 	Monthly	<ul style="list-style-type: none"> -Educational Specialists -System Specialists -District Designee 	<ul style="list-style-type: none"> -Emails to district contacts with PFS Reports -SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Annually PAC Meetings	<ul style="list-style-type: none"> -Educational Specialists -Recruiters -MEP Tutors 	<ul style="list-style-type: none"> -PAC Sign-In Sheets -Recruiter Logs/Google Contact Log -Tutor Logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant contact or MEP staff will make individualized home (case-by-case basis) and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	<ul style="list-style-type: none"> -Educational Specialists -Adjunct Migrant Counselor -District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis) 	<ul style="list-style-type: none"> -Parent evaluations/feedback -Counselor Logs -Phone logs -Email documentation -PAC Sign-In Sheets
Provide services to PFS migratory students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant contact or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	<ul style="list-style-type: none"> -Adjunct Migrant Counselor -Educational Specialists -Recruiters 	<ul style="list-style-type: none"> -Adjunct Migrant Counselor logs -Recruiter logs -TX-NGS Supplemental Count Report -PFS Progress Review Forms

<ul style="list-style-type: none"> The district’s Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	<p>Year Round</p>	<ul style="list-style-type: none"> -Adjunct Migrant Counselor -Educational Specialists -Recruiters -District Designee 	<ul style="list-style-type: none"> -Adjunct Migrant Counselor Logs -Recruiter Logs -TX-NGS Supplemental Count Report -PFS Progress Review Forms
<ul style="list-style-type: none"> The district’s Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	<p>Year Round</p>	<ul style="list-style-type: none"> -Migrant Coordinator -Educational Specialists 	<ul style="list-style-type: none"> -PFS Student Review Forms