



# EARLY INDEPENDENT SCHOOL DISTRICT

## DISTRICT IMPROVEMENT PLAN

# 2019-2020

**Wes Beck, Superintendent**  
**Reca Godfrey, Chief Academic Officer**

Early ISD  
District Improvement Plan  
2019-2020

*School Board Approved on: October 21, 2019*

# Table of Contents

Mission Statement.....	4
Core Values .....	5
District Improvement Team.....	6-7
Comprehensive Needs Assessment Process.....	8
Comprehensive Needs Assessment (Summary of Findings).....	9-12
State Compensatory Education .....	13
State Compensatory Education Program Evaluation/Needs Assessment.....	14-15
State Compensatory Education Eligibility Criteria.....	16
Federal, State, and Local Funding Sources.....	17
District Goals and Objectives.....	18
District Action Plan.....	19
District Strategies Improvement Plan.....	20-39

## Vision

Early ISD students are equipped, encouraged, and engaged to their full potential in achieving their personal, academic, and individual definition of success.

## Motto

“What Starts Here, Changes the World”

## Mission Statement

Our mission for Early ISD is to provide a safe, secure environment for individual growth and development of the whole child and to prepare our students socially, emotionally, and academically to meet the demands of today's ever-changing world.

## **Early Independent School District Core Values**

At Early ISD we value:

- **Portraying of a positive school climate throughout the district where visitors feel welcome.**
- **Modeling of high ethical standards by employees working together as a team to educate students.**
- **Preparing EISD students to be life-long learners that are responsible and possess strong work ethics.**
- **Promoting positive, productive, and professional relationships between staff, students, and parents.**
- **Educating students with challenging, relevant, and quality instruction.**
- **Hiring highly qualified staff members that are well trained and hold students to high expectations.**

## 2019-2020 District Level Planning Committee

Elected/Appointed to a two year term

<b>Name</b>	<b>Position</b> Parent, Business, Community, Teacher, etc.
Gaylan Mitchell	Primary
Abby Cadenhead	Primary
Carly Bill	Primary
Amanda Ellett	Elementary
Lisa Truax	Elementary
Loree Rosenquist	Elementary
Tuesdie Richmond	Elementary
Tami Hull	Middle School
Jordan Webster	Middle School
Becky Browder	Middle School
Frank Ritter	Middle School
Tiffany Daughtery	High School
Tish Hullum	High School
Kellley Griffin	High School

## 2019-2020 District Level Planning Committee (continued)

<b>Name</b>	<b>Position</b> Parent, Business, Community, Teacher, etc.
Tasha Carter	High School
Patrick McBride	Parent
Loren Pogue	Parent
Christina Sanchez	Parent
Bobby Brinson	Community
Denise Hudson	Community
Travis Leigh	Business

# Comprehensive Needs Assessment

**A Comprehensive Needs Assessment with the Committee on September 25, and October 3, 2019**

Participants in Attendance	Data Sources Examined
Gaylan Mitchell Loren Pogue	<ul style="list-style-type: none"> <li>Campus handbooks</li> <li>Code of Conduct handbook</li> <li>Employee handbook</li> <li>School calendar</li> <li>Schedules</li> <li>Wellness Policy</li> <li>Accountability Summaries</li> <li>Title 1 Parent survey</li> <li>EISD comparative Data</li> <li>TEA Accountability Summary</li> <li>College-related information</li> <li>At-Risk Data</li> <li>Principals Reports</li> <li>At-Risk Data</li> <li>Transfer Students</li> <li>McKinney Vento Eligibility</li> <li>SHAC components</li> <li>Parent involvement policy</li> <li>Campus Schedules</li> <li>Inservice Schedule</li> <li>New Employee orientation</li> <li>Needs assessment survey w/staff</li> <li>Parent and Family Engagement Plan</li> </ul>
Abby Cadenhead Denise Hudson	
Carly Bill Bobby Brinson	
Amanda Ellett	
Lisa Truax	
Tuesdie Richmond	
Jordan Webster	
Becky Browder	
Frank Ritter	
Tiffany Daughtery	
Tish Hullum	
Kelley Griffin	
Tasha Carter	

## Comprehensive Needs Assessment: Summary of Findings

<b>Identified Areas of Strength and Concern</b>	
<b>Areas of Strength</b>	<b>Data Source</b>
Attendance in all student groups above state average of 97.2%. Graduation rate of 98.8	ESL Annual Evaluation
Close family atmosphere; teachers work well together; lots of school pride.	Schedules and rosters
District received an A in the accountability ratings overall summary. District receiving A in post-secondary readiness.	2019 accountability summary
Extremely high transfer rate; parents want their students at Early. Google based and Primary chrome books	Campus records—Counselors classroom visits. Teaching Children Sexual Integrity, cultural clubs and organizations, DAEP
Guardian Program enacted within district.	Board minutes. Maintenance Records. Local police reports.
100% HQ on Paraprofessionals	Staff Records
Vertical and horizontal instructional alignment, benchmarking results, RTI process in place K-12. Grade level meetings. PLC on elementary campus.	New Curriculum scope and sequence K-12, benchmark reports, Dyslexia/RTI documentation.
High levels of parental and community involvement throughout district School Pride is on the rise. Culture and climate help with teacher retention. Students involved in community involvement. Social Media promoting EISD is being successful.	School support organizations, campus visitor records, and parent survey. Teacher input. Social media posts w/comments.
Campus schedules organized to provide tutorials and to maximize instructional time while minimizing disruptions. HS offers scheduling into 5 different academies.	Campus schedules; Title 1 Survey; DIP survey; Needs assessment survey
Very Active SHAC committee	SHAC modules
PTC/Booster Clubs/Longhorn Legends/Community Relationships. Dedicated volunteers.	Sign In sheets/Appearances at events/reward

\$100 shopping spree; Staff raises; great school board	EHS records; Inservice day schedule
Over \$800,000 in scholarships at EHS. High scores on AP exams	EHS records
EISD of requiring high performance and expectations from students helps with teacher retention.	TAPR, 2018 Accountability Summary

<b>Areas of Concern</b>	<b>Data Source</b>
Safety in parking lots; turning lane at HS	Needs Assessment survey
Teachers are stressed in trying to keep up with the demands.	Discipline records, student reports
Low scores on Elementary campus; missing distinctions	Accountability Summary
Address academic growth. Students need to be showing growth	Accountability Summary
Address closing the gaps. Students in all sub groups need to be showing growth.	Accountability Summary
Teachers need to be ESL certified to serve our ESL students. High turnover at Elementary school. Lack of ESL resources. Students not prepared for TELPAS;	Teacher certification; Annual ESL evaluation
Need to create a parent email “master list”. Hardware needs to keep up with software; better internet; stronger WIFI; log in not ready for new teacher orientation.	Needs Assessment survey
Need to attend or organize career fairs to recruit teachers and staff.	Needs Assessment meeting
Technology training and ongoing support. Training for all teachers in differentiated instruction.	Local professional development requests
More district level communication, such as, with Chamber. Campuses need informed when changes take place.	Needs assessment meeting.
Alignment opportunities for teachers across the curriculum. Teachers need more time to plan, research, dissect data and prepare for classroom instruction. PLC (Public Learning Communities) for all campuses in order for teachers to collaborate with one another an	Campus schedules, Teacher input. Accountability summaries

RTI students need less data and more one on one instruction time. More emphasis on students and less on computer programs.	Teacher input
Develop an alumni association; ROTC program	Teacher input and needs assessment.
Enhanced effectiveness of instruction through increased integration of technology into instruction. Videoing lessons whenever possible for students and parents to view at night for help on homework. Improve infrastructure, replace aging equipment, focus on state-of-the-art technology, and update software.	Staff, parent, and student input
Technology taught in the classroom should be the same as the current industry standard.	Needs Assessment survey
District wide expectations for behavior and academics needs strengthened and grading policies need revised.	Teacher input
Students should have teacher approval before being admitted to AP classes; multiple Universities and colleges should be consulted to determine if the dual credits will transfer.	Last year's AP scores.

## Summary of Findings - Narrative

Early I.S.D. is one of the largest employers in the town of Early. The ISD employees over 200 staff members and educate almost 1200 students. Early sets high standards in academics and high expectations for its students. Early HS received 6 out of 7 distinctions on accountability ratings. Early MS earned 5 out of 7 possible distinctions. Early school district has a reputation of demanding high academics and high expectations from its students. Early has an abundance of parents that support and dedicate their time to the district. Early has dedicated staff members, and their top-quality instruction contributes to an excellent learning environment. Early I.S.D.'s 3-AA enrollment has currently at 1198. The student/teacher ratio remains within the 22:1 ratio or less in Grades K-4. Grades 5 through 12 are also fortunate enough to have small classes. All paraprofessionals are Highly Qualified. Targeted professional development continues to be a priority for the district and staff had two weeks of scheduled time for professional development before the start of the 2019-2020 school years.

According to the 2018-2019 PEIMS fall collection, student ethnicity is 69.6% white, 23.3 % Hispanic, 2% African-American, 2 % Asian, and with 54% of the students qualifying as economically disadvantaged and 30% of the students are at-risk. 8.9% of students are receiving Special Education Services. Attendance for all student groups is >95%.

EISD overall 2019 Accountability Rating was an A. Only 301 schools out of the over 1200 school districts that received this rating. The HS received a A, the MS received a B and the Elementary received a C. The District and all four campuses were rated "Met Standard" which is the highest rating, with Early High School earning six out of seven possible distinction awards, Early Middle School earning three of the seven possible distinction awards. Early Elementary did not receive any distinctions. 100% of our students participated in state assessments with grades 3-12 taking STAAR and grades K-2 being assessed.

RTI aligns from K-12 and teachers are having opportunities to spend more time in their classrooms. The district has on staff a Dyslexia/RTI Coordinator to help with both programs and streamline the paperwork. Opportunities for additional accelerated instructional time, tutorials, remediation, and computer assisted instruction, and/or alternate materials and supplies in order to meet students' academic expectations and to decrease dropouts for all student groups are priorities.

There is progress in the integration of technology into instructional practices. Students from grades 5-12 will be supplied with one on one Chrome iPad. The District is being trained in cyber security. The high school has implemented BYOD "Bring Your Own Device". There is a need for the staff to have opportunities trained in specific areas.

Campus schedules provide tutorials and to maximize instructional time while minimizing disruptions. Our Primary, Elementary, and Middle School campuses are school wide Title 1 schools. Early ISD is a part of the SSA at Region XV and plans to continue this agreement.

While parent and community involvement are high, expanded opportunities for involvement and improved communication with parents and the community are crucial.

## State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria—no local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District: \$933,173

Total FTEs funded through SCE at this District: 6.72 FTE funded through SCE at the district.

The process we use to identify students at risk is:

Counselors, principals, and teachers collaborate in reviewing the 13 state criteria for SCE services at the beginning of the school year, when students enroll, and if situations change for specific students. The students who meet any of the 13 state criteria qualify for assistance and are provided assistance through tutorials, additional technology options, individual and small group interventions, and other programming options that meet the needs of the students.

The process we use to exit students from the SCE program who no longer qualify is:

EXITING PROCEDURES for the SCE program depend upon the specific criteria under which the student qualified for SCE assistance. Please consult the attached chart in the Appendix for specific criteria for entering and exiting the State Compensatory Education program at Early I.S.D.

## State Compensatory Education Program Evaluation/Needs Assessment Early I.S.D.

.4	EISD Drop Out Data		State Average Drop Out Data	
<b>Grades 7-8</b>	NA	NA	NA	NA
<b>Grades 9-12</b>	NA	NA	NA	NA

The 2016-2017 comprehensive, intensive, accelerated instruction program plan which targets students who have been identified as at-risk of dropping out of school according to the 13 criteria of the State Compensatory Education program at Early I.S.D. consists of the following opportunities based on the student needs on each campus: structured tutorials during the school day, before-school and after-school structured tutorials, an aide to assist with supplemental instruction which may include technology-based instruction, progress monitoring, Teachers provide targeted help for at-risk students based on the needs shown by the assessment data reports, analysis of other assessments, and current classroom performance. Teachers use research-based instructional strategies to tutor students. The goals are that students will meet the standards on the state assessments, pass their current grade level, and ultimately graduate from high school and pursue a successful career.

**Upon evaluation of the effectiveness of this program, the committee finds that,** with 30% of the student population designated at-risk based on the 13 state criteria, the educational needs of these students must be specifically addressed, especially in writing, math and science. Since many of the special education, students may also qualify as at-risk based on meeting at least one of the 13 state criteria, additional supplemental assistance and supports must be provided. The disaggregated data for each individual student will be the foundation of the supplemental assistance that each at-risk student receives. Periodic progress monitoring data will assist the teachers and instructional aides with their instructional decisions for these students.

Teachers will teach all TEKS, including technology TEKS, during the school year incorporating research-based instructional designs and delivery.

- All tested state assessment objectives will be taught before scheduled state assessment testing dates.
- Structured tutoring will be offered daily to re-teach concepts not mastered by students.
- Teachers will differentiate instructional approaches with students having difficulties.
- Teachers who administered the state assessments will access disaggregated Eduphoria Aware reports for their subject areas.
- Disaggregated data will be used to plan instructional design and delivery.
- Emphasis will focus on improvement in all core subject classes.
- District staff development will continue to focus on analyzing and organizing assessment results.
- The core curriculum area teachers will continue to develop and refine their scope and sequence utilizing the research and tools developed by TEKS Resource and the new EISD curriculum/scope and sequence.
- District-wide benchmarks/formative assessments (including technology formative assessments) will be administered to all students.
- Teachers will continue to research successful strategies to assist lower achieving students and student groups so that they will be successful learners and will be motivated by success to complete high school. Efforts will continue to be made to engage all families.
- A technology focus group will continue to develop a plan for increasing the district's technology infrastructure and staying current with new technological developments that are intended to improve our students' performance and motivation to complete high school. The group will also research technology formative assessments that are available for K-12.

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

## Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students

<b>Program/Funding Source</b>	
<b>Federal Programs</b>	
<i>Title 1, Part A</i>	<i>\$241,918</i>
<i>Title II, Part A</i>	<i>\$ 36,394</i>
<i>Carl Perkins</i>	<i>\$12,615</i>
<i>Part IV, Part 4 (technology)</i>	<i>\$17, 218</i>
<b>State Programs/Funding Source</b>	
STATE	
<i>Career/Technology Education</i>	<i>\$807,133</i>
<i>State Compensatory Education</i>	<i>\$933,173</i>
<i>College, Career, Military</i>	<i>\$90,000</i>
<i>Dyslexia</i>	<i>\$44,272</i>
<i>Special Education</i>	<i>\$809,571</i>
<i>Bilingual/ESL Program</i>	<i>\$ 5,356</i>
<i>Early Education</i>	<i>\$121,352</i>

# District Goals and Objectives 2019-2020

## **GOAL #1: EISD will maintain an “A” in the accountability system for the 2019-2020 school year.**

Objective 1: Achievement gaps in all special populations will be closed on STAAR Assessment.

Objective 2: Academic growth will show an increase in all grade levels.

Objective 3: Students will be reading at grade level by the 3<sup>rd</sup> grade.

## **Goal #2: Early ISD will recruit, support and retain teachers that expect students to perform at a higher level.**

Objective 1: EISD staff will be provided professional development relevant to the need’s assessment.

Objective 2: EISD will maintain a safe and disciplined environment conducive to student learning.

Objective 3: EISD will provide opportunities for teachers to collaborate, to plan, and to relive job related stress.

## **GOAL #3: Early ISD will maintain a connection between home, community and school by engaging families in children’s daily learning and development.**

Objective 1: EISD news and events will be made available to parents and community through all means available including emails and text messaging.

Objective 2: EISD will promote parental involvement in classrooms and in all school related activities.

## **GOAL #4: Early ISD will prepare all students for college and career readiness by providing rigorous academic coursework and curriculum.**

Objective 1: EISD students will be provided diverse CTE courses and curriculum to enhance college and career readiness with a technology-infused curriculum.

Objective 2: EISD will integrate technology throughout the district to benefit all students.

Objective 3: EISD curriculum shall be aligned from PK-12 grade.

**EARLY ISD  
2019-2020  
District Strategic Improvement Plan  
(Goals, Objectives, and Strategies)**

*“What Starts Here, Changes the World”*

**GOAL #1: Early ISD will maintain an “A” in the accountability system for the 2019-2020 school year.**

**Objective 1.1: Achievement gaps in all special populations will be closed on STAAR Assessment.**

**Summative Evaluation: All campuses will receive a “A” in closing the gap on the accountability summary.**

Strategic Activity	Staff Responsible	Resources Needed	Time line	Evidence of Implementation	Adequate Progress		
					Yes	No	N/A
EISD curriculum, scope, and sequence aligned with TEKS K-12	CAO Administration Teachers/staff	TEKS Resource Region XV	2019-2020 School Year	Tier 1-3 student's documentation Lesson Plans			
RTI will be streamlined K-8. Students assessed weekly for progress.	Counselor Administrators CAO	Freckle Teacher created monitoring	2019-2020 School Year	Computer generated reports. Teacher reports RTI Meetings.			
Students assessment data will be disaggregated for all students focusing on special populations.	Counselors Administration Teachers	Eduphoria Program & training STAAR Data Benchmark Data	2019-2020 School Year	Lesson Plans RTI STAAR results Report Cards			
After school tutorials offered for students in Grades 3-12 from 3:30-4:00 four days a week.	Administrators Teachers	Compensatory Funds	2019-2020 School Year	Tier 1-3 documentation Accountability Summary			

Title 1 funds utilized to increase scores and close the educational gap between low-income students and other students.	Superintendent CAO Principals Title 1 Staff	Title 1 Funds: MS=31% Elem=39% Prim=27% Local Funds Interventions SSA w/Region XV	2019-2020 School Year	STAAR scores Report Cards Inventories Progress Monitoring			
Identified dyslexia students shall be provided appropriate resource.	Administrators Dyslexia teachers CAO	Dyslexia state funds \$44,272	2019-2020 School Year	STAAR scores Progress Monitoring Report cards			
ESL students are provided programs to equalize their education.	ESL teacher Administration	Imagine Learning ESL state funds \$5,356	2019-2020 School Year	Report Cards ESL reports TELPAS scores			
EISD is providing an all day PreK for students.	Administration	Early Education state funds \$121,352	2019-2020 School Year	PEIMS data			

**Objective 1.2: Academic growth will show an increase in all grade levels.**

**Summative Evaluation: All campuses will show a 20% increase on academic growth.**

Strategic Activity	Staff Responsible	Resources Needed	Time line	Evidence of Implementation	Adequate Progress		
					Yes	No	N/A

After school tutorials offered for students in Grades 3-12 from 3:30-4:00 four days a week.	Administrators Teachers	Compensatory Funds	2019-2020 School Year	Tier 1-3 documentation Accountability Summary			
Focus on progress of upper level students as well as lower level students.	Principals Staff RTI coordinator	Computer generated reports for success	Year Round	Student progress reports STAAR reports including Sub groups Lesson Plans			
The district will provide Dyslexia/Reading interventions to identified students.	Dyslexia Teacher Dyslexia Coordinator Principals Teachers	Dyslexia State Funds \$44,272	Year Round	Dyslexia numbers Reading scores Lesson Plans			
Title 1 funds utilized to increase scores and close the educational gap between low-income students and other students.	Superintendent CAO Principals Title 1 Staff	Title 1 Funds: MS=31% Elem=39% Prim=27% Local Funds Interventions SSA w/Region XV	2019-2020 School Year	STAAR scores Report Cards Inventories Progress Monitoring			

Teachers will use the methods provided in training by Lela T	Administrator Teachers	Region XV	2019-2020 School Year	STAAR scores Report Cards Teacher progress reports Progress monitoring			
ESL students are provided programs to equalize their education.	ESL teacher Administration	Imagine Learning ESL state funds \$5,356	2019-2020 School Year	TELPAS scores Progress monitoring STAAR scores			
Identified dyslexia students shall be provided appropriate resource.	Administrators Dyslexia teachers CAO	Dyslexia state funds \$44,272	2019-2020 School Year	STAAR testing Progress Monitoring Report Cards			
RTI will be streamlined K-8. Students assessed weekly for progress.	Counselor Administrators CAO	Freckle Teacher created monitoring	2019-2020 School Year	Computer generated reports. Teacher reports RTI Meetings.			
EISD curriculum, scope, and sequence aligned with TEKS K-12	CAO Administration Teachers/staff	TEKS Resource Region XV	2019-2020 School Year	Tier 1-3 student's documentation Lesson Plans			

**Objective 1.3: Students will be reading at grade level by the 3<sup>rd</sup> grade.**

**Summative Evaluation:**

**At the end of the second grade 90% of students that have been in the district for 2 years or more will be reading on grade level or above.**

Strategic Activity	Staff Responsible	Resources Needed	Time line	Evidence of Implementation	Adequate Progress		
					Yes	No	N/A

Primary will be using the TEKS based MathSeeds for targeted instruction.	Administrator Teachers	Title 1 Part A Funds Title 2 Funds	2019-2020 School Year	TPRI results Benchmark testing Progress Monitoring			
ESL students will be provided the most up to date and beneficial learning resources.	Administration ESL teacher	ESL funds \$5,356	2019-2020 School Year	TELPAS results STAAR results Progress monitoring			
Primary will be adding an online Reading Program called Reading Eggs for targeted reading instruction	Administrator Teachers	Title 1 Part A funds Title 2 funds	2019-2020 School Year	TPRI results Benchmark testing Progress Monitoring			
RTI will be streamlined K-8. Students assessed weekly for progress.	Counselor Administrators CAO	Freckle Teacher created monitoring	2019-2020 School Year	Computer generated reports. Teacher reports RTI Meetings.			
Pre-dyslexia groups to work with students that were previously on the radar	Administrators Teachers	Reading by Design MTA funds	2019-2020 School Year	Progress monitoring TPRI Report cards			
Primary teachers will be using the phonics awareness book daily along with the textbook.	Administrators Teachers	MTA funds	2019-2020 School Year	Progress Monitoring Lesson Plans Walk throughs			

1 <sup>st</sup> and 2 <sup>nd</sup> graders will be doing the "DEAR" strategy This allows students that can't read at home the opportunity to read.	Administrators Teachers	Library	On going	Walk throughs Lesson Plans Schedules		
---	----------------------------	---------	----------	--	--	--

**Goal #2: Early ISD will recruit, support and retain teachers that expect students to perform at a higher level.**

**Objective 2.1: EISD staff will be provided professional development relevant to the need’s assessment.**

**Summative Evaluation: EISD will ensure that 100% of certified staff meet professional standards and demonstrate professional competence and skills to assist all students in meeting or exceeding academic expectations.**

Strategic Activity	Staff Responsible	Resources Needed	Time line	Evidence of Implementation	Adequate Progress		
					Yes	No	N/A
Teacher receive staff development in areas targeted by needs assessment.	Superintendent CAO Administrators	Title 1 Funds: MS=31% Elem=39% Prim=27% Title 2 funds: \$36,394	2019-2020 School Year	Professional Development schedules Sign In sheets			
Teachers will be provided as much time as possible to work in their rooms giving time to prepare quality lessons.	Administration Superintendent		2019-2020 School Year	Class Schedules			
Teachers and paraprofessionals will participate in scientifically based research training targeted to their area of instruction.	CAO Principals Teachers	Region XV Training Opportunities	Year Round	Staff Development records			

All staff were trained in CPR	Administration CAO Nurses	Local Nurses	Fall of 2019	Sign In sheets CPR licenses			
Teachers will have opportunities to attend training in integrating technology in the classroom.	Administration	Teachers teaching teachers	Fall of 2019	Campus records Sign In sheets			
Teachers will be provided as much time as possible to work in their rooms giving time to prepare quality lessons.	Superintendent Administrators	Superintendent Administrators	Fall of 2019	Certifications from ELPS and ESL			

**Objective 2.2: EISD will maintain a safe and disciplined environment conducive to student learning.**

**Summative Evaluation: A safe, orderly environment at EISD is evidenced by maintaining a zero incident on our Gun Free School Report and the number of behavioral office referrals will drop by 20%.**

Strategic Activity	Staff Responsible	Resources Needed	Time line	Evidence of Implementation	Adequate Progress		
					Yes	No	N/A
Facilities monitored on an ongoing basis to decrease opportunities of unsafe situations.	Principals Teachers		Ongoing	Administrators in hallways. Teachers greeting students at the door.			
District will assure that the campus buildings and facilities are well maintained, safe, and beneficial to learning.	Superintendent Maintenance Administrators Teachers	EISD maintenance department	Ongoing	Safety audits Physical appearance			
Campuses will participate in scheduled fire and tornado drills, building evacuations, and building lock downs.	Principals Teachers	EISD curriculum	Ongoing	Lesson Plans Walk Through			
Training in recognition and prevention of harassment including sexual harassment, dating violence, reporting child abuse and maltreatment, bullying, and suicide will be provided for all staff at EISD.	Chief Academic Officer PEIMS coordinator Principals Teachers ACE	Online access	Beginning of the spring semester	Certifications on record			

EISD will participate in the Guardian Program on all four campuses.	Superintendent Administration Board of Directors Teachers	Professional trainings	Ongoing	Board minutes			
---	--	------------------------	---------	---------------	--	--	--

**Objective 2.3: EISD will provide opportunities for teachers to collaborate, to plan, and to relieve job related stress.**

**Summative Evaluation: Campus schedules will show that teachers are provided time in their classrooms.**

Strategic Activity	Staff Responsible	Resources Needed	Time line	Evidence of Implementation	Adequate Progress		
					Yes	No	N/A
District provides policies and practices that align with and promote positive school culture.	Superintendent Administrators School Board		On going	Surveys Teacher input Needs Assessment			
PLC's at Elementary	Administrator		2019 -2020 School year	Class schedules Lesson plans			
Class sizes will be 22:1 ratio K-4. 5-12 classes will have smaller numbers.	Superintendent Administrators	Budget		Class rosters			
Wellness activities for staff in Spring.	SHAC Teachers	Donations from local business	2019-2020 School Year	Sign-up sheets			
Learning walks with peers to enhance teaching skills and to give teachers the opportunity to learn new ideas from other teachers.	Administrators Teachers		Year Round	Lesson Plans			
Teachers will be given time in their classrooms in order to have the opportunity to enhance their effectiveness of instruction.	Superintendent Administrators		Year round	Professional development days			

Teachers recognized for going above and beyond.	School Board Superintendent Administrators		2019-2020 School Year	Recognition celebrations.			
---	--	--	-----------------------	---------------------------	--	--	--

**GOAL #3: EISD will maintain a connection between home, community and school by engaging families in children’s daily learning and development.**

**Objective 3.1: EISD news and events will be made available to parents and community through all means available including emails and text messaging.**

:

**Summative Evaluation: 90% of parents will respond to surveys stating they are satisfied with the way EISD keeps them informed in all matters of their child’s education.**

Strategic Activity	Staff Responsible	Resources Needed	Time line	Evidence of Implementation	Adequate Progress		
					Yes	No	N/A

EISD will endorse an active SHAC that meets four times a year.	Chief Academic Officer Nurses PE		Four times a year	Minutes and committees posted on website.			
Title 1 survey conducted each year. More participation solicited to gain beneficial info.	Chief Academic Officer		January 2019	Survey results			
EISD will strive to involve our Hispanic families and to celebrate their cultures.	Administrators Teachers		Year Round	Lesson Plans Walk through Sign In sheets			
EISD will routinely submit program updates, events, and parent communication to	Teachers Technology	Updated information	Year Round	Website			

put on the EISD website and Facebook							
EISD will strive to involve parents and family members of all ages and grade levels.	Superintendent Principals CAO	Website, Facebook, Newsletters	Year Round	DIP/CIP committees, SHAC, PTC, and various committees throughout the district.			
Training for Parents on social media/texting posted on EISD website.	District Technology	Updated information	2018-2019 School Year	EISD website			
All campuses will have open house and parent conferences.	Administrators Teachers		2018-2019 School Year				
Progress reports go home at 3 weeks.	Teachers Administration		2018-2019 School Year	Office records			
Teachers are provided opportunity to participate in technology classes during the summer for comp days.	Superintendent Administrators CAO						

**Objective 3.2: EISD will promote parental involvement in classrooms and in all school related activities**

**Summative Evaluation: Sign In sheets and surveys will show increase with parent and community increasing by 10%**

Strategic Activity	Staff Responsible	Resources Needed	Time line	Evidence of Implementation	Adequate Progress		
					Yes	No	N/A

The district will plan activities that open the doors of the school to the community.	Superintendent Administrators Teachers	Veterans Day celebration City wide pep Rally. Homecoming parade.	Year Round	Open House Parent Conferences Title 1 Meeting Parent and community surveys Sign in sheets			
Businesses asked to serve on committees and provide input in students' futures.	Superintendent Principals CAO		Year Round	DIP/CIP sign in sheets Surveys Attendance logs			
Local business contributes reward items for student attendance, grades and good character.	Counselors Teachers	Supportive businesses	2018-2019 School Year	Rewards presented			
Students involved in community service.	Administrators Teachers	Opportunities for participation	2018-2019 School Year	Hours of Student documentation Pink out fund raiser Food Drives Jump rope for heart			
Cookies w/Santa Doughnuts & Lunch w/Grandparents	Administrators Teachers	Opportunities for participation	2018-2019 School Year	Parents and Grandparents presence.			

**GOAL #4: Early ISD will prepare all students for college and career readiness by providing rigorous academic coursework and a curriculum.**

**Objective 4.1: EISD students will be provided diverse CTE courses and curriculum to enhance college and career readiness with a technology-infused curriculum.**

**Summative Evaluation: EISD will continue to receive the postsecondary readiness distinction and all campuses will receive all applicable distinctions.**

Strategic Activity	Staff Responsible	Resources Needed	Time line	Evidence of Implementation	Adequate Progress		
					Yes	No	N/A

Identify CTE industry certification exam opportunities recognized by the state.	Superintendent Administrators Counselors CTE teachers		On going	Certifications earned by CTE students			
Plan, implement and partner with local institutions, workplaces, and military to promote college, career, and workforce readiness	Administrator Counselors	MOU with local universities, 2-year colleges.	On going	Increase in students entering 2-4-year colleges, technical college, military, or workforce.			
Promote endorsements in the middle schools and inform students and parents of options, guidance opportunities and benefits	Administrator Counselor	Parent nights	On going	Completed graduation plans for all incoming freshman. Rosters			

Smart Boards and Promethean Boards provided in classrooms, including SPED to provide an interactive learning	Administrators Teachers Technology Dept.	Title IV funds	Ongoing	Lesson Plans Principal walk throughs			
Students in grades 5-12 will be equipped one on one with Chrome books	Superintendent CFO Administration Campus techs Teachers	Local Funds Title IV	2019-2020 School Year	Lesson Plans Evaluations T-Tess			
Staff and students will be provided training on cyber security.	Superintendent	IT staff	Ongoing	Minutes Sign in sheets			
The students will be provided the opportunity to use technology in the classroom.	Administrators Teachers	Technology	Ongoing	Principal walk throughs Lesson plans			
Students will have the opportunity to have study sessions prior to taking the ASVAB where students are explained the importance of doing well on this assessment.	Administrators Teachers	ASVAB proctors Materials	Prior to Spring testing	Sign In sheets Results of ASVAB			

**Objective 4.2: EISD will integrate technology throughout the district to benefit all students.**

**Summative Evaluation: 100% of lesson plans will show the integration of technology in the classroom.**

Strategic Activity	Staff Responsible	Resources Needed	Time line	Evidence of Implementation	Adequate Progress		
					Yes	No	N/A
All students from 5-12 will have Chrome books/iPads available to integrate into lesson plans	Superintendent Administration CFO Technology staff	Title IV Funds	2019-2020 School Year	Lesson Plans			
Search and implement ideas for staff to use in curriculum creation and presentation to use with the TEKS Resource System	Administrators Teachers	Local Funds Region XV	2019-2020 School Year	TEKS Resource System Data Lesson Plans Walk Throughs			
Provide professional development in district technology use for all new employees.	Administration CAO Teachers	Needs Assessment	2019-2020 School Year	Agendas Sign In sheets			
Provide cyber security strategies for staff and students	Superintendent Technology Staff	Staff development time	Ongoing	Agenda Sign in sheets			
Teachers will be provided a list of emails to enable them to stay in touch with parents	Tech department Teachers	Tech department	Ongoing	Parent contact documentation.			
Distance Learning is available throughout the district.	Tech Department Teachers	Region XV	Ongoing	Service Center Records			

**Objective 4.3: EISD curriculum shall be aligned from PK-12<sup>th</sup> grade.**

**Summative Evaluation: 100% of lesson plans will show a connection from previous year to current to next year.**

Strategic Activity	Staff Responsible	Resources Needed	Time line	Evidence of Implementation	Adequate Progress		
					Yes	No	N/A

PK-12 <sup>th</sup> grade will be using TEKS resource for their scope and sequence.	Administrators CAO Teachers	Title 1 Funds: MS=31% Elem=39% Prim=27% Title 2 funds: \$36,394 Local funds	On going	Lesson Plans Walk throughs			
Teachers will receive staff development in areas targeted by needs assessment.	Administration Teachers	Region XV	2019-2020 School Year	Campus records Sign in sheets			
Teachers in the EISD school will be teaching in the fields they are certified.	Administration CAO Teachers		2019-2020 School Year	Certifications PR1500			
All Paraprofessionals will be HQ on Title 1 campuses	CAO Administration	Region XV Service Records Title 1 funds	On going	Staff Development records			
Paraprofessionals will be hired to work with students that are below grade level or at risk for failing.	Administration	Title 1 funds	On going	Schedules			
Teachers that have ESL students in their classrooms are trained in ELPS. An ESL teacher is provided to work with identified students.	Administration CAO Teachers	ESL funds	On going	Service records			

Teachers will be given time in their classrooms in order to have the opportunity to enhance their effectiveness of instruction.	Superintendent Administrators		On going	Professional development days. schedules			
Teachers will be given time to collaborate with other teachers and discuss timelines and alignment.	Administrators Teachers		On going	Schedules Notes			