

# **Ennis Independent School District**

## **District Improvement Plan**

### **2016-2017**

**Accountability Rating: Met Standard**



**Board Approval Date:** July 12, 2016  
**Public Presentation Date:** May 17, 2016

# Mission Statement

The Ennis Independent School District (ISD) shall be an educational institution that continuously challenges and stimulates its students. Ennis ISD shall provide the highest quality instructional staff and the appropriate facilities to insure that every student is equipped to his/her greatest academic potential.

Qualities of character to be taught, modeled, and upheld in Ennis ISD shall include honesty, integrity, and respect. The curriculum, programs, offerings, and opportunities provided by Ennis ISD shall be intended to produce responsible people of high moral character, capable of personal and professional success, who shall have a positive impact on society.

Updated by Board of Trustees July , 2016

## Vision

Educate, Encourage, Empower

## Motto

*Every Student is Important*

## **District Wide Long Term Goals**

1. Be a high performing educational institution.
2. Retain and hire quality staff.
3. Provide resources to ensure educational excellence.
4. Educate students in a safe and secure environment with character.
5. Maintain a positive collaboration/partnership with our community (all stakeholders).
6. Provide well maintained facilities of the highest quality.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Ennis Independent School District, formed in 1881, covers an area of 253.8 square miles. The population is home to many children who live in rural areas balanced by healthy neighborhood populations throughout the town. Ennis ISD currently serves approximately 5803 students from pre-kindergarten to grade 12.

<b>SCHOOL</b>	<b>GRADES</b>	<b>ENROLLMENT (Oct 2015)</b>
Carver Early Childhood Center	Pre-K Head Start, K	311
Crockett Early Childhood Center	PPCD, Pre-K, K	424
Austin Elementary	Gr 1-3	308
Bowie Elementary	Gr 1-3	362
Houston Elementary	Gr 1-3	306
Travis Elementary	Gr 1-3	300
Lummus Intermediate	Gr 4-6	676
Miller Intermediate	Gr 4-6	609
Ennis Junior High	Gr 7-8	887
Ennis High School	Gr 9-12	1620
Discipline Alt. Ed. Program (DAEP)		Varies
<b>TOTAL</b>		<b>5803</b>

## Ethnic Distribution per the 2014-2015 TAPR report

Hispanic	56.0%
White	30.1%
African American	11.8%
Asian	0.4%
Pacific Islander	0.3%
American Indian	0.2%
Two or More Races	1.3%

Ennis ISD is comprised of 69.2% Economically Disadvantaged Students and 13.3% Limited English Proficient (LEP) students.

Covering over 200 miles, fifty-six buses run daily routes transporting 3100 students. Additional buses stand ready for special activity travel or to be used as standby.

### Demographics Strengths

Education has long been a top priority for the residents of the Ennis Independent School District. Our students exhibit outstanding performance in the classroom as well as athletics and extracurricular events.

Ennis ISD is a historical community. Ennis ISD has great cultural diversity. The community has many residents of Czechoslovakian decent, a large number of Hispanic families, and a smaller proportion of African Americans. As the city has grown our population has changed, but we still have a close knit town that rallies around each other in times of need and in times of celebration. The community is very giving. Many of our parents live here and commute to Dallas or metroplex areas for work so their children can be raised in a small town atmosphere.

### Demographics Needs

Like many other districts, Ennis ISD needs to find innovative and improved ways to serve our high economically disadvantaged student population and our at risk population. We need to ensure our ELL population is taught in a manner that supports their language. Our community and city leaders are busy attracting new businesses to enhance the offerings for entertainment, shopping, restaurants, and housing to encourage families to move to Ennis.

## Student Achievement

### Student Achievement Summary

STAAR Reading						
Grade Level Tested	2013	2014	2015	2013 Advanced	2014 Advanced	2015 Advanced
<b>3rd</b>	<b>88%</b>	<b>86%</b>	<b>89%</b>	<b>16%</b>	<b>15%</b>	<b>15%</b>
Austin	91%	89%	90%	11%	18%	26%
Bowie	84%	78%	84%	17%	11%	21%
Houston	93%	94%	94%	20%	15%	27%
Travis	84%	72%	93%	16%	19%	43%
<b>4th</b>	<b>70%</b>	<b>74%</b>	<b>81%</b>	<b>13%</b>	<b>16%</b>	<b>19%</b>
Lummus	69%	68%	74%	13%	11%	17%
Miller	71%	81%	89%	13%	21%	22%
<b>5th</b>	<b>89%</b>	<b>85%</b>	<b>90%</b>	<b>20%</b>	<b>14%</b>	<b>18%</b>
Lummus	87%	84%	87%	18%	15%	17%
Miller	91%	86%	94%	21%	13%	19%
<b>6th</b>	<b>70%</b>	<b>79%</b>	<b>82%</b>	<b>14%</b>	<b>13%</b>	<b>15%</b>
Lummus	74%	79%	82%	13%	14%	18%
Miller	67%	80%	81%	15%	13%	11%
<b>7th</b>	<b>78%</b>	<b>76%</b>	<b>80%</b>	<b>12%</b>	<b>15%</b>	<b>16%</b>
<b>8th</b>	<b>91%</b>	<b>91%</b>	<b>84%</b>	<b>23%</b>	<b>18%</b>	<b>18%</b>



<b>STAAR Math</b>						
<b>Grade Level Tested</b>	<b>2013</b>	<b>2014</b>	<b>**2015 (New TEKS)</b>	<b>2013 Advanced</b>	<b>2014 Advanced</b>	<b>**2015 Advanced (New TEKS)</b>
<b>3rd</b>	<b>81%</b>	<b>81%</b>	<b>84%</b>	<b>20%</b>	<b>14%</b>	<b>9%</b>
Austin	70%	87%	74%	13%	12%	5%
Bowie	81%	71%	85%	22%	12%	7%
Houston	91%	94%	96%	27%	16%	18%
Travis	77%	84%	92%	19%	16%	34%
<b>4th</b>	<b>71%</b>	<b>75%</b>	<b>79%</b>	<b>14%</b>	<b>27%</b>	<b>18%</b>
Lummus	68%	69%	72%	10%	23%	13%
Miller	74%	82%	86%	18%	32%	23%
<b>5th</b>	<b>90%</b>	<b>86%</b>	<b>87%</b>	<b>23%</b>	<b>23%</b>	<b>18%</b>
Lummus	88%	83%	89%	26%	22%	18%
Miller	94%	90%	85%	19%	24%	19%
<b>6th</b>	<b>74%</b>	<b>81%</b>	<b>79%</b>	<b>11%</b>	<b>16%</b>	<b>10%</b>
Lummus	79%	76%	77%	11%	17%	15%
Miller	70%	87%	80%	11%	16%	6%
<b>7th</b>	<b>78%</b>	<b>72%</b>	<b>74%</b>	<b>7%</b>	<b>10%</b>	<b>8%</b>
<b>8th*</b>	<b>91%</b>	<b>92%</b>	<b>84%</b>	<b>3%</b>	<b>7%</b>	<b>11%</b>

\*Note: 2014 8th grade math includes the 90+ students in Algebra 1. They were not included in 2013.

\*\* Math scores were not counted in accountability ratings.

<b>STAAR Writing</b>						
<b>Grade Level Tested</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2013 Advanced</b>	<b>2014 Advanced</b>	<b>2015</b>
<b>4th</b>	<b>68%</b>	<b>74%</b>	<b>71%</b>	<b>3%</b>	<b>4%</b>	<b>4%</b>
Lummus	63%	66%	62%	2%	4%	4%
Miller	72%	82%	82%	5%	4%	5%
<b>7th</b>	<b>68%</b>	<b>70%</b>	<b>70%</b>	<b>0%</b>	<b>2%</b>	<b>5%</b>

<b>STAAR Science</b>						
<b>Grade Level Tested</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2013 Advanced</b>	<b>2014 Advanced</b>	<b>2015 Advanced</b>
<b>5th</b>	<b>80%</b>	<b>76%</b>	<b>84%</b>	<b>9%</b>	<b>7%</b>	<b>11%</b>
Lummus	73%	71%	83%	8%	5%	10%
Miller	88%	82%	86%	11%	9%	11%
<b>8th</b>	<b>74%</b>	<b>70%</b>	<b>74%</b>	<b>10%</b>	<b>16%</b>	<b>14%</b>

<b>STAAR Social Studies - 2013 vs 2014</b>						
<b>Grade Level Tested</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2013 Advance</b>	<b>2014 Advanced</b>	<b>2015 Advanced</b>
<b>8th</b>	<b>60%</b>	<b>65%</b>	<b>60%</b>	<b>8%</b>	<b>10%</b>	<b>8%</b>

<b>STAAR End of Course</b>			
<b>Grade Level Tested</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
English I	<b>na</b>	<b>56%</b>	<b>64%</b>
English II	<b>na</b>	<b>53%</b>	<b>66%</b>
Algebra 1	<b>66%</b>	<b>81%</b>	<b>84%</b>
Biology	<b>77%</b>	<b>79%</b>	<b>83%</b>
US History	<b>na</b>	<b>86%</b>	<b>86%</b>

\*Note: From TAPR, includes first time testers and students who are retaking the test.

### **Student Achievement Strengths**

The data shows areas of growth. Ennis ISD is addressing instructional gaps in content areas and subgroups. Third grade scores are strong and continue to climb. Ennis ISD scores are competitive with state average.

Our district attendance rate of 96.4% and a 0.6% dropout rate are achievement strengths.

### **Student Achievement Needs**

Our focal point is to explore how to move students from Met Standard to Advanced level on STAAR across all grade levels. Additionally, we will examine the need to increase our Special Population students to a Met Standard level.

All teachers need a deep understanding of the STAAR Readiness, Supporting and Process standards including how learning builds between grades and depends on student mastery of concepts at earlier grades

Staff development will need to include small group differentiation and identification of student needs. Reading and Writing Comprehension is district identified areas of needed growth.

## **District Culture and Climate**

### **District Culture and Climate Summary**

Ennis Independent School District is a diverse school district located on the southern edge of the Dallas-Fort Worth Metroplex. Our schools reflect the characteristics of our community, which combines a small-town atmosphere with an increasing number of young and mobile families that are relocating here from other areas of the state, nation and world. Our schools are warm and welcoming. Front line staff members have been trained in "customer service". While there is an atmosphere of learning, there is also an atmosphere at our campuses that denotes strong team work and support for each other and students.

### **District Culture and Climate Strengths**

Ennis ISD is part of a caring community that does not hesitate to help others who are in need. The community gives its support to our schools in a great number of ways, both financially and through direct involvement with our campuses. Our campuses have the same giving nature and often have projects that support those less fortunate (canned food drives for Helping Hands, coat drives, Christmas presents for needy families, free peer tutorials, etc.) Our culture and climate is also aided by the strong stand we take against bullying. Ennis ISD has an established plan in place using researched based resources and programs. Staff members have been trained in how to recognize and respond to bullying, teen dating violence, sexual harassment, and suicide prevention through on-line coursework, district and campus training. Programs have been presented to students on how to set goals for their future and how to become better citizens. Principals support teachers and staff members and recognize them with incentives, luncheons, and small tokens of appreciation for a job well done.

### **District Culture and Climate Needs**

Ennis ISD is a 5A school district with the heart of a community school. We strive to serve our students and are dedicated to forming strong community partnerships.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Ennis ISD employs 650 people and is the largest employer in the City of Ennis. There are 489 Professional Staff members (teachers, campus and central office admin), 106 educational aides, and 54 auxiliary staff members (transportation, etc). The professional staff has many years of experience with 102 teachers having between 10 and 20 years of experience and 100 having over 20 years of experience.

### **Staff Quality, Recruitment, and Retention Strengths**

The Assistant Superintendent for HR and Administration and principals attend many college job fairs at major universities (Texas A & M, Texas A & M Commerce, Baylor, Texas State, Tarleton, UTA, to name a few). All jobs are posted on our website and prospective candidates can apply electronically. Principals and administrative staff can review applications for all vacancies from their computer or electronic device. Vacancies are also posted on the Region X Job Network, TASA job site, and on various specialty sites depending on the position listed (Texas HS Coaching Assoc., TEPSA, TASP, etc.).

Ennis offers a competitive salary structure with surrounding districts and pays above the state base pay.

All Ennis ISD teachers are 100% highly qualified.

All new teachers to Ennis ISD are provided a mentor teacher and 3 days of training prior to the entire staff returning.

The district also serves as a student teacher training site for many area colleges. This allows us to see many candidates and their skills in the semester prior to their graduation. Many of these intern and resident students become teachers in our district.

### **Staff Quality, Recruitment, and Retention Needs**

Ennis ISD continues to need quality math, science, and special programs teachers. These teachers often go to districts that pay stipends for math and science. The district is in need of a behavior specialist to work with campuses.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Based on research and best-practice, the district has designed and initiated a state-aligned curriculum that recognizes differences and provides the academic and personal skills essential to being productive in a changing world. The district and all campuses Met Standard in the State Accountability System.

The district is using the TEKS Resource System for the core curriculum. This curriculum management system was adopted in 2012 and allows for a horizontally and vertically aligned curriculum. Principals are active in their buildings monitoring instruction and making sure teachers have the resources they need to deliver quality instruction. Due to the increased rigor of the state assessments, teachers are being asked to use Bloom's Taxonomy questioning strategies to assist their students in thinking on a higher level. Through Eduphoria AWARE, teachers and administrators can access student test data on their computer or electronic device. According to data from the 2014-2015 TAPR, 75.4% of Ennis ISD graduates graduated on the recommended plan and 49.6% attended an institution of higher learning.

### **Curriculum, Instruction, and Assessment Strengths**

The district is utilizing an aligned curriculum that will alleviate gaps in instruction and ensure that our students are taught to the appropriate depth and level of complexity to be successful on state assessments. Ennis ISD produces academically strong graduates who find great success after high school. Our Avid program opens opportunities for those who traditionally do not go to college. The Department of Teaching, Learning, & Curriculum meets regularly with principals to review state data for the district and their campuses and assists them in understanding the new accountability system and the tools they have at their fingertips (AWARE, Lead4Ward). The district is implementing the new math TEKS in grades K -2 by bundling lessons in order that students not have gaps due to new standards. Principals identify students who need interventions, plan for them, and offer tutorials as needed.

### **Curriculum, Instruction, and Assessment Needs**

The Response to Intervention plan needs to be improved to simplify the process for our instructional staff and to improve the quality of academic interventions for our at risk population. The district needs to carefully make selections for the new math and science adoption as these are areas of weakness at some grades. There is a need for instructional specialists to work in collaboration with the curriculum office.

We have identified districtwide Level III standard passing on state assessments needs improvement.

Ennis ISD faces similar challenges as other school districts in that we have an evolving student population that is increasingly trending toward economically disadvantaged. Studies show that students from economically disadvantaged families face special challenges both academically and socially. We are committed to meeting the needs of every student, but we especially recognize the need to raise the performance of students regardless of their socioeconomic circumstances.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

The district offers opportunities for families to be involved in activities at our schools and extra curricular events. We believe the school and home connection is the most important resource to achieving success in all areas of development for our students. Volunteers are welcome on campuses. The district wants the community to support their local school system. We provide a multitude of ways to keep parents and community abreast of current happenings in the school district.

### **Family and Community Involvement Strengths**

Ennis ISD Parent Resource Center is located on the Alamo Education Center campus. Parents can attend parenting classes, learn to use computers, and find general information about raising students in the resource library. Principals make sure parents are welcome and hold monthly parent meetings in informal settings to allow parents to ask questions and keep them current on what is happening in the schools. Elementary campuses have strong Parent Teacher Organizations. Classes for parents and community members to learn English and to obtain their GED are held weekly on the high school campus. Last year the district showcase was an outstanding success. The Ennis ISD Education Foundation encourages more members of the community to become involved in the schools. The school website is updated daily. The district uses the website, Facebook, Twitter, School Connection App, and School Messenger to inform parents of events. The district also utilizes an electronic parent portal where parents can monitor their students grades 24-7. Fliers and newsletters from campuses are distributed in English and Spanish. Parents of special needs students participate in the ARD decision making process for their children.

### **Family and Community Involvement Needs**

Ennis ISD wants to encourage parents and community members to be involved. This seems to be a systemic issue not only locally, but in schools across Texas. The district wants the community to be proud of its schools. Ennis ISD continues to strive for excellence and pride in our school system. Our school leaders and staff publish the accomplishments of our students.



## **District Context and Organization**

### **District Context and Organization Summary**

The superintendent is ultimately responsible for the overall management and success of the school system. There are two assistant superintendents, academic services, and the chief financial officer that report directly to the superintendent. The two are Assistant Superintendent of Human Services and Administration and the Assistant Superintendent of Teaching, Learning, and Curriculum. The six directors include; Director of Special Education, Executive Director of Student Services, Director of Technology, Director of Reading & Social Studies, Director of Math & Science, Athletic Director, and Assistant Athletic Director. There are eleven principals that serve eleven campuses. Each campus has team leaders for each grade level or content area and special populations. Each campus has a Site Based Committee that meets regularly and the district has the District Wide Educational Improvement Committee that meets four times a year. Our food service is outsourced to Sodexo who has provided excellent service to our campuses. Our transportation and maintenance facility is located in the north portion of town.

### **District Context and Organization Strengths**

Ennis ISD has a very close knit and collaborative team of administrators and instructional staff. Principals are willing to share ideas and concerns. Administrators want what is best for their schools and their students. The directors work closely with the assistant superintendents to form a cohesive team. Ennis ISD has excellent, state of the art facilities due to the fore site of former board members and community support for building schools. The district runs a two tier bus system to preserve instructional time and lessen the time students spend on buses. The board has developed new goals for the district and articulated those goals to the entire staff. Teachers of common grade levels and content areas like to meet with each other and share information and activities to keep the campuses with common grade levels aligned.

### **District Context and Organization Needs**

As the district transitions to a new superintendent, there is hope for improved communication. The district will seek guidance on how to improve the district and how to share the vision of the new superintendent with our staff and community.

# Technology

## Technology Summary

The goal of E.I.S.D. Technology Department is to provide and maintain state of the art technology to enhance student achievement and create a 21<sup>st</sup> century learning environment. We also want to ensure the safety of all students by providing ways to protect them both in the buildings and on the Internet. We have methods and processes in place to monitor and back up data as well as email. All campuses are connected to the Internet and have wireless access capability. Policies are in place that satisfy federal, state, and district requirements.

## Technology Strengths

**Infrastructure:** Ennis ISD Technology infrastructure consists of a 10 GB connection between campuses providing a 1 GB connection to each district workstation. 1 GB shared bandwidth connection via Internet is available. All campuses have partial to full coverage of WiFi access.

**Security:** Digital surveillance cameras are at all campuses along with digital recording capabilities. All campuses have electronically controlled doors that can be entered with appropriate access rights. Visitors are screened before entrance into buildings via a video intercom system and Raptor Technology.

**Telephone System:** VOIP telephones are in every office and classroom in the district. They are all **programmed to identify caller of 911 when in the district.**

**System Backup and Disaster Recovery** – Complete system backups occur nightly. In the event of a physical disaster, a copy is saved at a different district location. Retention policies are in place.

Securly software is used for content filtering. Microsoft Endpoint is used for anti-virus and anti-malware protection. Google Apps is used for spam filtering and email retention. It also allows for the creation of customized user policies.

**Equipment:** Most classrooms in the district have 1-5 networked computers, Smart Boards, document cameras, projectors. Some classrooms have web cams, student response systems, Smart Tablets, and Smart Tables. Additional presentational systems are available in cafeterias, libraries, lecture halls and auditoriums.

The district has one mobile videoconferencing cart and one permanent site at the high school for distance learning, virtual field trips, and educational courses.

Every educator has access to a free classroom website available for them to use through Google Apps.

Technology provides a video-on-demand solution from Safari Montage.

Most campuses have iPads for student and teacher use with a 1:1 environment in place at Junior High.

Chromebooks are used in a 1:1 environment at High School.

Professional Development and support is offered throughout the year to support technology integration.

Ennis ISD is a Google Apps for Education district.

Recent audit by Region X showed our technology system to be in excellent condition.

### **Technology Needs**

The district needs to address the following areas of need:

- Upgrade the current network infrastructure to provide wireless access to every classroom district-wide.
- Upgrade the current switching infrastructure district-wide to replace outdated equipment, allowing for needed increases in bandwidth capacities and new switching protocols.
- Upgrade Wide Area Network infrastructure to replace outdated equipment, allowing for increases in bandwidth needs, reliability and security.
- Upgrade Internet bandwidth to meet current demands of our growing mobile technology environment.
- Provide continuing education in a variety of modes for professional development.
- Continue to expand the use of emerging technologies district-wide for teachers and students.
- Replace outdated classroom instruction technologies including projectors and interactive displays.
- Continue to upgrade, support and maintain district technology including infrastructure, computers, mobile technologies, telephones, security equipment, servers and software.

- Continue to upgrade, support and maintain district public address systems and public display technologies.
- Provide, maintain and support access to needed digital resources in the classroom including applications, digital textbooks and online testing.
- Continue to provide adequate personnel and training to support our digital environment.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc

- Homeless data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

### **Employee Data**

- Staff surveys and/or other feedback
- Professional development needs assessment data

### **Parent/Community Data**

- Parent surveys and/or other feedback

# District Goals

**District Goal 1: Be a high performing educational institution.**

**Core Belief One: We believe in working to improve performance of all students while closing achievement gaps.**

**Performance Objective 1:** To maintain a Met Standards designation for district ratings in the 2016-2017 school year while focusing on improvement in specialized programs for all students in order to increase academic performance.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p style="text-align: center;"><b>State System Safeguard Strategy</b></p> <p>Strategy 1.1 Student performance on state assessments will increase by 5% in each content area, grade level and subgroup with the exception of scores already at 90% or higher. Special emphasis will be placed on the following areas to increase scores by at least 5%: ELL Reading, Math, and Writing Special Education-All content areas Advanced Level III The district will meet all four indexes in the state accountability system.</p>		Assistant Superintendent of Teaching, Learning, & Curriculum; Directors in the TLC Dept.; Principals; Special Education Director; Teachers	State Assessment Results				
Funding Sources: Title I, Local, IDEA B							
<p style="text-align: center;"><b>State System Safeguard Strategy</b></p> <p>Strategy 1.2 The district will continue use of a curriculum management tool (TRS) to address learning gaps that impact student achievement. All teachers new to the district will be trained on the use of the TEKS Resource System.</p>		Assistant Superintendent of Teaching Learning & Curriculum; Principals; Directors in the TLC Dept.; Instructional Coaches; Teachers	Seamless instruction as evidenced by class room walk-throughs; Improved STAAR scores; Improvement of achievement in subgroups Documented training sessions				
Funding Sources: Local							
<p style="text-align: center;"><b>State System Safeguard Strategy</b></p> <p>Strategy 1.3 Teachers will participate in purposeful planning sessions and will implement the non-negotiable curriculum in all core area classrooms grades K-12. All core teachers will use the unit exams for evaluation of students.</p>		Assistant Superintendent of Teaching, Learning, & Curriculum; Principals; Directors in the TLC Dept.; Instructional Coaches; Teachers	Campus walkthroughs Documented use of unit exams in AWARE				
Funding Sources: Local							

<p>Strategy 1.4 Campus staff will analyze current student data to have meaningful meetings, known as Data Talks, to guide next steps for instructional practices in the classroom.</p>	<p>Assistant Superintendent Teaching, Learning &amp; Curriculum; Principals; Directors in the TLC Dept.; Teachers</p>	<p>Documentation of meetings with principals and meetings on campuses regarding data disaggregation</p>				
<p>Funding Sources: Local, Title I, IDEA B</p>						
<p>Strategy 1.5 Expansion of math offerings at the HS. In 2016 we will include Algebraic Reasoning. Teachers and principals will attend training and implement new math course.</p>	<p>Assistant Superintendent of Teaching, Learning &amp; Curriculum; Directors in the TLC Dept.; Principals; Math Teachers</p>	<p>Student success on course work and obtaining required math credit for graduation. Documentation of course pass rate.</p>				
<p>Funding Sources: Local, IMA-Instructional Materials Allotment</p>						
<p><b>State System Safeguard Strategy</b> Strategy 1.6 Campuses will implement school improvement plans to meet state requirements for Missing Safeguards in the Texas Accountability System and PBMAS review if needed. Select district staff will participate in mandated training sessions and serve as members of the CLT. Assistant Superintendent of Teaching, Learning, and Curriculum will serve as the district DCSI if needed.</p>	<p>Superintendent; Assistant Superintendent of Teaching, Learning &amp; Curriculum; Special Education Director; Directors in the TLC Dept.; Principals; Counselors</p>	<p>Submission of plans to ISAM (TEA Electronic Portal)</p>				
<p>Funding Sources: Special Education: State/Local, IDEA B, Local, Title I</p>						
<p><b>State System Safeguard Strategy</b> Strategy 1.7 The district will continue to use inclusive models of instruction (to include but not be limited to co-teaching approaches) to deliver specially designed instruction to students eligible for special education services and whose academic and functional needs can be met in the general education classroom.</p>	<p>Director of Special Education; Principals</p>	<p>Number of students served in inclusive settings on Annual PBMAS report</p>				
<p>Funding Sources: Special Education: Local, Local</p>						
<p><b>State System Safeguard Strategy</b> Strategy 1.9 Limited English Proficient students will receive targeted instruction at each campus to improve their level of English fluency on the IPT oral language tests, their reading, listening, speaking, and writing ability ratings on the TELPAS, and improve scores on state assessments by at least 5%. Teachers and administrators will be trained in Sheltered Instruction model for ELL's.</p>	<p>Assistant Superintendent of Teaching, Learning &amp; Curriculum; Academic Services; Principals; Bilingual/ESL teachers</p>	<p>PBMAS indicators; Number of students successfully exiting the program; AMAO attainment</p>				
<p>Funding Sources: Title III, Local</p>						








<p align="center"><b>State System Safeguard Strategy</b></p> <p>Strategy 1.10 The district will purchase iPADS or other digital devices, vocabulary software, dictionaries, and supplemental materials to increase vocabulary competence and learning opportunities for LEP students.</p>	<p>Assistant Superintendent of Teaching, Learning &amp; Curriculum; Principals; Bilingual/ESL teachers</p>	<p>Increased scores on TELPAS; Increased scores on state assessments; PBMAS data</p>				
<p align="center">Funding Sources: Title III, Local</p>						
<p>Strategy 1.11 Teachers and administrators will use the "real-time" data stored in AWARE to make good instructional decisions for students. TRS unit assessments and standardized test data will be uploaded in addition to state test scores for each individual student. Additional training will be provided for teachers as needed.</p>	<p>Assistant Superintendent of Teaching, Learning &amp; Curriculum; Directors in the TLC Dept.; Principals; Counselors; Directors</p>	<p>Full implementation of the software program and training sessions</p>				
<p align="center">Funding Sources: Local, Title I, Title III</p>						
<p>Strategy 1.12 The AVID program will be continued at Ennis High School and Ennis Junior High to prepare more students for college, to create a college going culture at both campuses, and introduce students to the processes and preparations for attending college and being successful in college.</p>	<p>Executive Director of Student Services; Directors in the TLC Dept.; Principal; AVID Site Team; AVID teachers</p>	<p>Number of students identified and participating in grades 7-12. Number of AVID seniors graduating and the percentage accepted to 4 year colleges/universities. Certification status of EJHS and EHS.</p>				
<p align="center">Funding Sources: Local</p>						
<p align="center"><b>State System Safeguard Strategy</b></p> <p>Strategy 1.13 Students identified as "at risk" will be provided with tutorials to improve their chances of academic success.</p>	<p>Assistant Superintendent of Teaching, Learning &amp; Curriculum; Principals; Teachers; SES Vendors</p>	<p>Types and Numbers of Tutorial Sessions; # of Students Served</p>				
<p align="center">Funding Sources: SCE, Title I, Local, IDEA B</p>						
<p align="center"><b>State System Safeguard Strategy</b></p> <p>Strategy 1.14 EISD will continue to identify students in need of specially designed instruction and delivered by special education services at each campus.</p>	<p>Director of Special Education; Principals</p>	<p>Number of students served by Special Education according to PBMAS data</p>				
<p align="center">Funding Sources: IDEA B, Special Education: State/Local</p>						

<p align="center"><b>State System Safeguard Strategy</b></p> <p>Strategy 1.15 Reading interventionists and dyslexia therapists will provide specialized reading instruction for targeted students at every campus to assist students who are identified as greatly at risk due to poor reading skills or dyslexia. Instructional Coaches and Instructional specialists will provide support and training to identified teachers.</p>	<p>Assistant Superintendent of Teaching, Learning &amp; Curriculum; Curriculum Directors; Special Programs Director; Principals; Reading Teachers; Dyslexia Therapists</p>	<p>Number of students served and progress attained</p>				
<p>Funding Sources: Local, Title I</p>						
<p>Strategy 1.16 The district will implement Response to Intervention (RtI) for students at-risk of academic failure. Administrators, counselors, and teachers will be trained on the software system (eStar) that has been purchased. Student support teams (CARE teams) at each campus will document interventions electronically. The Response to Intervention program will be the responsibility of the members of the Department of Teaching, Learning, &amp; Curriculum.</p>	<p>Assistant Superintendent of Teaching, Learning &amp; Curriculum; Curriculum Directors; Special Programs Director; Special Education Director; Principals</p>	<p>Number of students served by interventionists/dyslexia therapy and their success. Teachers trained and using eStar.</p>				
<p>Funding Sources: IDEA B, Special Education: State/Local, Local</p>						
<p>Strategy 1.17 The district will provide and expand quality Career and Technology classes through qualified staff, supplies, equipment, and training for students to experience real world careers and skills. Further dual credit opportunities for CTE students will be investigated through Navarro College and Texas State Technical College.</p>	<p>Executive Director of CTE CTE teaching staff</p>	<p>Documentation of personnel Number of students enrolled in classes</p>				
<p>Funding Sources: Carl D. Perkins, Local, CTE Allotment</p>						
<p>Strategy 1.18 The district will identify and serve gifted students in the four core academic areas as required by the state.</p>	<p>Academic Services; Campus Principals</p>	<p>Lists of identified gifted students at each grade level and subject area are on file in the curriculum office and identified on PEIMS. Percentage and number of students identified in grades K-12.</p>				
<p>Funding Sources: GATE, Local</p>						
<p>Strategy 1.19 The district will identify and enroll homeless students immediately on all campuses. Homeless students will be provided with age appropriate, skill appropriate programs with additional resources and supplemental materials provided.</p>	<p>Assistant Superintendent of Human Resources, Assistant Superintendent of Teaching, Learning &amp; Curriculum; Principals; Campus Registrar; Homeless Liaison; Counselors</p>	<p>Number of homeless students identified and enrolled Supplies/uniforms bought for students</p>				
<p>Funding Sources: Title I, TEXSHEP Grant, IDEA B</p>						

Strategy 1.20 Summer school will be provided for students who are LEP in PK K, for students meeting SSI criteria in grades 5 and 8, and for acceleration at EHS.	Assistant Superintendent of Teaching, Learning & Curriculum; Directors in the TLC Dept.	Numbers of students per elementary & per secondary who attend summer school				
Funding Sources: SCE, Local, Carl D. Perkins						
Strategy 1.21 The district will increase online dual credit offering, as we continue to expand opportunities for students.	Assistant Superintendent of Teaching, Learning & Curriculum; Directors of Advanced Academics & Special Programs; HS principal and counselors	Number of students taking dual credit courses. Total number of dual credit courses offered. Number of students passing dual credit courses.				
Funding Sources: Local						
Strategy 1.22 The district will participate in a Head Start Program for disadvantaged children who are four on or before Sept. 1, 2014. The program is located at Carver Early Childhood Center. The district will hold a parent meeting in February to provide parents with information on pre-K and Head Start.	Head Start Principal; Assistant Superintendent of Teaching, Learning & Curriculum; Principal @ Carver; Region X	Number of students enrolled and served in the program Documentation of parent meeting and attendance				
Funding Sources: Federal, Headstart						
Strategy 1.23 UIL academic participation will continue to be emphasized in grades two through twelve and participants will compete at the district, area, regional, and state level.	Director of Advanced Academics and Special Programs; UIL campus coordinators; Principals	Students participating and levels of success on each campus.				
Funding Sources: Local						
Strategy 1.24 The district will provide support services (health, parent education, and academic interventions) to insure success of migrant students.	Principals	Number of Migrant Students ; Services Provided; Student Success				
Funding Sources: Migrant						
Strategy 1.25 All students in grades 3-12 enrolled in a PE course will be given a physical fitness assessment test (Fitness Gram) to comply with TEA regulations and results will be provided to parents.	Assistant Superintendent of Teaching, Learning & Curriculum; Principals; PE Staff	Number of students tested / dates tested				
Funding Sources: Local						

<p>Strategy 1.26 EISD is a Google Apps for Education district. "Early adopters" identified at each campus and Digital Learning Coaches will assist teachers in providing new and differentiated instruction to all students and staff.</p>	<p>Director of Technology; Digital Learning Coordinator; Assistant Superintendent of Teaching, Learning &amp; Curriculum; Digital Learning Coaches; Principals and Teachers</p>	<p>Number of technology training sessions held and attendance Number of Google Certified Staff.</p>				
<p>Funding Sources: Local</p>						
<p>Strategy 1.28 The digital learning coaches will train or facilitate training for teachers at all campuses in strategies and programs to integrate technology into the classroom. Training will be assigned to staff members in need of proficiency.</p>	<p>Assistant Superintendent of Teaching, Learning, and Curriculum; Coordinator of Digital Learning; Digital Learning Coaches</p>	<p>Training documentation and sessions offered Monitoring of software use</p>				
<p>Funding Sources: Local</p>						
<p><b>State System Safeguard Strategy</b> Strategy 1.29 Software will be made available for student tutorials at home and school in reading and math. Student use will be monitored to assure optimum participation.</p>	<p>Technology Director; Digital Learning Coaches; Coordinator of Digital Learning; Curriculum Directors; Assistant Superintendent of Teaching, Learning &amp; Curriculum; Special Education Director</p>	<p>Listing of software and hardware purchased; Software monitoring reports shared each 9 Weeks</p>				
<p>Funding Sources: Local</p>						
<p>Strategy 1.30 Summer technology and academic training will be offered for teachers. Before and after school sessions will be offered based on need. Ennis ISD will partner with neighboring school districts to bring in high profile presenters.</p>	<p>Director of Technology; Digital Learning Coordinator and Coaches; Assistant Superintendent of Teaching, Learning &amp; Curriculum</p>	<p>Number of sessions and participants</p>				
<p>Funding Sources: Local</p>						

Strategy 1.31 The Technology Department will upgrade wireless connectivity across the district to build a mobile device management platform to allow delivery of instruction and learning on mobile devices at all campuses.	Director of Technology; Technicians	Number of Upgrades				
Funding Sources: Local						
Strategy 1.32 Students will become technology literate (according to state standards) by the end of grade 8.	Digital Learning Coordinator and Coaches; Assistant Superintendent of Teaching, Learning & Curriculum; Teachers; Principals	Percentage of 8th grade students considered proficient by state standards				
Funding Sources: Local						
Strategy 1.33 The continued I PAD initiative will place I PADS in the hands of all 7th and 8th grade teachers and students. All 9th-12th grade students and teachers will be issued Chrome books for instruction and learning. A new BYOD policy will be expanded at EHS.	Director of Technology; Instructional Technology Coordinator; iPad Committee; Principal; Technicians; Teachers; Assistant Superintendent of Teaching, Learning & Curriculum; EJHS Librarian	iPADS and Chromebooks in the hands of students and teachers				
Funding Sources: IMA-Instructional Materials Allotment, Local						
Strategy 1.34 The School Health Advisory Committee will meet four or more times annually and report to the EISD Board of Trustees in June as required by law.	Academic Services; SHAC committee	Number of Committee Meetings; Attendance; and Dates; Report to Board Date				
Funding Sources: Local						
Strategy 1.35 The district will provide credit recovery (SOAR) for high school and junior high students.	Counselors; Secondary principals	Number of students enrolled in SOAR and completion rates for both				
Funding Sources: SCE						
Strategy 1.36 The Teen Parenting program will continue to assist students who are at risk of dropping out because of parenting responsibilities.	Counselors; Parenting Teacher	Number enrolled in classes and number graduating or "on track" to graduate				
Funding Sources: Local						


<p>Strategy 1.37 The district will provide a high school program of choice for at risk students in grades 7-12 who are behind or not age appropriate for their grade in order to prevent them from dropping out and maintain age appropriate settings for the students. (HORIZONS).</p>	<p>Executive Director Federal Programs &amp; CTE; Assistant Superintendent of Teaching, Learning &amp; Curriculum; Alamo and EJHS Principal; Counselors; Teachers</p>	<p>Number of students accelerating to the next grade; Number of Horizons graduates</p>				
<p>Funding Sources: SCE</p>						
<p><b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p>The district will provide instructional support through staff development activities in small group differentiation and student identification. Emphasis will be focused on reading and writing comprehension.</p>	<p>1 Assistant Superintendent of Teaching, Learning &amp; Curriculum; Director of Special Programs, Instructional Coaches, Principals, and Teachers.</p>	<p>Universal screener documentation. Teacher staff development surveys. Phonics assessments.</p>				
<p>Funding Sources: Title I, Local</p>						
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

## District Goal 2: Retain and hire the highest quality staff.

### Core Belief Two: We believe that all employees are critical to the success of our students.

**Performance Objective 1:** The District will provide an excellent faculty and staff through the effective recruitment of new teachers and through employee retention initiatives.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Strategy 2.1 The district will recruit highly qualified teachers with priority given to teachers certified by the State Board for Educator Certification with a goal of 100% HQ certification for each campus. Any campus not having 100% highly qualified will write a campus action plan and replace teachers who do not become highly qualified during the school year. Paraprofessionals will meet local testing requirements prior to hire.		Assistant Superintendent HR & Administration; Assistant Superintendent of Teaching, Learning & Curriculum; Principals;	Documentation of certified teaching staff; Documentation of successful testing in four required areas (instruction, writing, math, & reading) for paraprofessionals; PBMAS report; Action Plan for those campuses without 100% HQ on file with Assistant Superintendent HR & Administration				
	Funding Sources: Local, Title I, SCE, Title III						
Strategy 2.2 The Pride newsletter will be delivered electronically to all staff members monthly recapping highlights from the previous month to emphasize and highlight achievements of our EISD staff members and students.		Communications Officer; Principals	Documentation of delivery and archive				
	Funding Sources: Local						
Strategy 2.3 The district contribution to employees TRS insurance will be above the state minimum requirement.		Assistant Superintendent HR & Administration; CFO; Board Members	% paid above the state minimum				
	Funding Sources: SCE, Title I, Title III, Local, IDEA B						
Strategy 2.4 The district will pay above the state base salary for teachers and will remain competitive with surrounding districts.		Assistant Superintendent HR & Administration; CFO; Board Members	Difference in state minimum salary and Ennis ISD starting pay.				
	Funding Sources: Local, IDEA B, SCE, Title I, Title III						
Strategy 2.5 Bus transportation from campus to work site will be provided for all employees children in the afternoon when school is dismissed.		Executive Director of Student Services; Assistant Superintendent HR & Administration; CFO	Daily routes				
	Funding Sources: Local						

Strategy 2.6 The district will offer a supplement to the 403(b)/457 employee retirement plans with district contributions for employees with perfect or good attendance. The district contribution will be put into a separate TERRP account until the employee separates from service.		CFO	Number of dollars paid into TERRP accounts and number of participants.				
Funding Sources: Local							
<b>State System Safeguard Strategy</b> Strategy 2.7 Assistant Superintendents, Director of Special Education, and Principals will review personnel at each campus and make adjustments to improve academic services to students.		Superintendent; Assistant Superintendent HR & Administration; Assistant Superintendent of Teaching, Learning & Curriculum; CFO; Principals; Director of Special Education	Adjustments made to staffing patterns				
Strategy 2.8 Administrators will be visible on campuses to visit, assist, or encourage teachers and listen to ideas and concerns.		All Administrators	Visibility and improved morale				
Strategy 2.9 A wall at Central Office entitled Lion Pride will be dedicated to honoring personnel for superior accomplishments.		Superintendent	Display				
Funding Sources: Local							
Strategy 2.10 A sick leave bank will assist teachers and staff who have a need for additional days over and above their allotment due to extenuating medical circumstances. Guidelines have been developed by the Personnel Office.		Superintendent; Assistant Superintendent HR & Administration; CFO	Days shared by staff members.				
Funding Sources: Local							
							








### District Goal 3: Provide resources to ensure educational excellence.

#### Core Belief Three: We are committed to providing the resources necessary to ensure educational excellence.

**Performance Objective 1:** The District will manage resources and ensuring that the budget meets the needs of our students and staff. Each department and campus will carefully manage their budgets with oversight from the Business Office.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Strategy 3.1 The district will maintain a Superior rating in School First.		Superintendent; CFO	Evidence of rating received from the state				
Strategy 3.2 The district will increase general revenue through the Medicaid for school reimbursement program (SHARS).		Director of Special Education; Special Education Staff; Nurses; CFO	Increase in revenue from the 2013-14 school year				
Strategy 3.3 Federal funds will be better utilized to support instructional programs provided to students and staff development training for professional staff by involving the Department of Teaching, Learning, and Curriculum in the decisions for expenditures.		CFO; Assistant Superintendent of Teaching, Learning & Curriculum	Programs supported by Federal dollars				
	Funding Sources: Title I, Title III						
Strategy 3.4 Grant funds will be pursued to support and enhance the educational program.		CFO; Assistant Superintendent of Teaching, Learning & Curriculum	Number of grants attempted and received				
	Funding Sources: Grant						
Strategy 3.5 The district will continue the use of VeriTime, an automatic time keeping system for all employees.		Assistant Superintendent of HR and Administration; CFO; Payroll Manager; Principals	Accurate documentation of per day/week/month hours				
	Funding Sources: Local						
Strategy 3.6 The district, departments, and campuses will stay within adopted budgets to maintain a healthy fund balance.		CFO; Administrators with budgetary responsibilities.	Documentation in financial reports				
Strategy 3.7 Internal control plans will be developed for all district funds.		CFO and Finance Office staff; Administrators with budgetary responsibilities	Plan executed and followed; Decreased number of monetary issues				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**District Goal 4: Educate students in a safe and secure environment with character.**






**Core Belief Four: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.**

**Performance Objective 1:** The district will strive to provide a safe and secure learning environment with a discipline plan that is fair, honest, and open and has high expectations for student behavior.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Strategy 4.1 The district will provide online handbooks that include the Code of Conduct to all students.		Communications Officer; Assistant Superintendent HR and Administration; Principals	Evidence of online distribution				
Strategy 4.2 The district will update yearly the Multi-Hazard Operations Plan. Principals and the EISD Chief of Police will oversee practice emergency drills such as fire, inclement weather, power outages, lock downs, etc. at each campus. The Ennis ISD police force and the City Police force will participate in shared training events at campuses.		EISD Chief of Police; Assistant Superintendent of Personnel & Administration; District Crisis Team; Campus Crisis Teams; City of Ennis Police and Emergency Preparedness	Documentation of training Documentation of emergency drills on each campus				
Funding Sources: Local							
Strategy 4.3 Alternative education settings (DAEP, Choices, or ISS) that maximize student learning while correcting misbehavior will be provided for students who make poor choices or who experience serious behavior issues.		Principals; Counselors; Director of Special Education; Teachers	Documentation of referrals				
Funding Sources: Local, SCE, Special Education: State/Local, IDEA B							
<b>State System Safeguard Strategy</b> Strategy 4.4 The district will develop a behavioral support program with behavior interventions for students served by special education with an eligible disability of emotional disturbance and/or autism and for other students who may need these services.		Director of Special Education; Special Education LSSP Counselor; Principals	Number of students receiving services with an emotional disturbance and/or autism; Decreased number of discipline referrals for special education students with these disabilities.				
Funding Sources: Special Education: State/Local, Local, IDEA B							

Strategy 4.5 Background checks will be run on all parent volunteers and college students wishing to observe in classrooms by the Human Resources Office.	Assistant Superintendent of HR and Administration; Assistant Superintendent of Teaching, Learning & Curriculum; Principals	Number of Volunteers approved for campus service; Number of college students completing observations				
Funding Sources: Local						
Strategy 4.6 CPR, defibrillator training, concussion training, heat training, and first aid instruction will be offered for coaching staff, physical education staff, band directors, special education life skill teachers and aides, career and technology staff, police officers, and crisis team members. As required by new law, students in 7th-12th grade will receive a one time CPR training course.	Academic Services; Nurses	Number of trainings held; Documentation of certification				
Funding Sources: Local						
Strategy 4.7 All staff will complete mandatory training courses (some online) on blood born pathogens, sexual harassment, bullying, sexual abuse of children, and suicide prevention as required by new legislation. Secondary counselors will receive training in dating violence and will train staff through the use of varied delivery systems best suited for the campus.	Academic Services; Nurses; Principals	Documentation of training in Eduphoria				
Strategy 4.8 All EISD personnel will be offered an opportunity to participate in an employee wellness program, a health screening program, have regular blood pressure checks, and receive free flu vaccine. Free Hep B vaccines will be provided to Level 1 employees.	Academic Services; Nurses	Documentation of opportunities and staff taking advantage of services.				
Funding Sources: Local						
Strategy 4.9 The district will update software on all AED's in the district , provide updated maintenance, and will replace AED's that are outdated. Epi pens will be available all campuses and athletic sites to be used in case of allergic reactions.	Academic Services; Nurses; Designated Maintenance Personnel; Principals	Dates of completed updates				
Funding Sources: Local						

<p>Strategy 4.10 Counselors and school personnel will provide students with information on conflict resolution, dating violence, suicide prevention, drug prevention; and making healthy life choices. Secondary students 6-12 with parent permission will participate in a sex ed program selected and approved by the SHAC committee.</p>	<p>Assistant Superintendent of Teaching, Learning &amp; Curriculum; Director of Assessment; Compliance and Student Resources; Counselors; Principals; Students; Academic Services; SHAC; Science teachers</p>	<p>Documentation of training sessions</p>				
<p>Funding Sources: Local</p>						
<p>Strategy 4.11 The Ennis ISD attendance officer and parent liaison will make contact with students and parents after repeated and habitual absences. Truancy proceedings will be filed on students who have continued excessive absences after parent notification.</p>	<p>Attendance Officer; Principals; Parent Liaison</p>	<p># of students/parents who were referred to Attendance Officer and who appeared in the justice of the peace courts for truancy proceedings; # of contacts made by the attendance officer</p>				
<p>Strategy 4.12 The district will utilize the Raptor system to check in all guests at campuses. Security cameras in all buildings, outside facilities, and on buses will be monitored by principals or other staff members.</p>	<p>Principals; Assistant Principals; Assistant Superintendent of HR and Administration; Director of Maintenance and Operations</p>	<p>Lessened vandalism; increased security at check in points; Bus issues resolved by reviewing tapes</p>				
<p>Funding Sources: Local</p>						
<p>Strategy 4.13 The district will maintain a plan for replacement of aging vehicles such as police vehicles, buses, and vehicles for teachers travel.</p>	<p>Assistant Superintendent HR and Administration; CFO; Director of Maintenance and Operations</p>	<p>Dates of Purchase</p>				
<p>Funding Sources: Local</p>						
<p>Strategy 4.14 The district will partner with the community based non-profit organization Give A Kid A Chance to supply district students with uniforms, school supplies, medical checkups, immunizations, haircuts, weekend backpack food program, etc. each year. Partnerships with The Salvation Army Christmas Program and the North Texas Food Bank (backpacks for students) will be expanded.</p>	<p>All Administrative Staff; Counselors</p>	<p>Date of Event held at district facility and number of families served</p>				

<p>Strategy 4.15 The district will maintain a safety flip chart and a first aid bag for each classroom and office to use in case of an emergency. The flip chart will have specific instructions for each emergency situation and the first aide bag will contain medical supplies. Staff will be trained on the use of these supplies.</p>	<p>Assistant Superintendent HR and Administration; CFO; Chief of Police</p>	<p>Materials on hand in case of an emergency</p>				
<p>Funding Sources: Local</p>						
<p>Strategy 4.16 The Texas Vaccines for Children Program at Miller Intermediate will provide vaccines site for students in need of vaccines to enroll or remain enrolled in school.</p>	<p>Academic Services; Head Nurse and Nurses</p>	<p>Number of immunizations given for immediate enrollment without wait for doctor or clinic appointment off site.</p>				
<p>Funding Sources: Local</p>						
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**District Goal 5: Maintain a positive collaboration / partnership with our community (all stakeholders).**

**Core Belief Five: We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school systems appeal.**




**Performance Objective 1:** The District will improve communication with and to parents, community members, and all other interested parties to build relationships that will improve and strengthen the quality of our schools.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Strategy 5.1 Multiple means of communication will offered for use by the staff, students, and community including but not limited to: EISD website, Ennis ISD School Connect App, Twitter, Face Book, School Messenger, newspaper publications, Communications Officers publications, and campus newsletters.		Superintendent; Communications Officer; Webmaster; Administrative Staff	Number and quality of publications				
	Funding Sources: Local						
Strategy 5.2 A "meet the teacher" night or open house will be offered to parents and community members at all campuses. Parents will be invited to attend assemblies and programs sponsored by the campuses throughout the year.		Principals; Teachers	Occurrence; attendance; and number of parents attending				
	Funding Sources: Local						
Strategy 5.3 The Parenting Resource Center located at the Alamo Education Complex (for more accessibility by parents and community) will continue to provide support for parents and community members to encourage involvement in the school system and parental support in the earliest school years. The center will be open year round.		Parent Liaison; Executive Director Federal Programs & CTE; Communications Officer	Number of visitors to the parenting center in 2014-2015				
	Funding Sources: Title I						
<b>State System Safeguard Strategy</b> Strategy 5.4 English and Spanish parenting seminars will be held on topics such as adolescent behaviors, early childhood behaviors, reinforcement of learning at home, peer pressure, self-esteem, family communication, etc. The new Latino Literacy Project will be implemented.		Academic Services; Parent Liaison; Family Literacy Support	Occurrence, attendance, and total number of parents or community members attending				
	Funding Sources: Title I, Local						
Strategy 5.5 Evening classes will be offered for parents who would like to learn English or obtain their GED. The GED program is a partnership endeavor with Navarro College.		Academic Services; Parent Liaison; Family Literacy Support	Number of participants; Dates of classes				
	Funding Sources: Local						

Strategy 5.6 The Ennis ISD Education Foundation will support Ennis ISD teachers and special projects in the coming year.	Superintendent; Board members; Foundation Committee; Communications Officer	Money awarded				
Strategy 5.7 The district will hold a Spring Student Showcase event for the community and parents.	Superintendent; Communication Officer; Assistant Superintendent of Teaching, Learning &Curriculum; Assistant Superintendent HR &Administration; Principals; Teachers; Director of Food Service	Date of event and number of participants				
Funding Sources: Local						
Strategy 5.8 The parent portal is available for parents to view their child's grades on-line (grades 1-12) and receive alerts for missing assignments from any computer location. The TRS portal will allow parents and community members to see what students are learning in the four core content areas by each nine weeks. Information on how to access these two systems will be provided to parents in the fall at Open Houses.	Assistant Superintendent of Teaching, Learning &Curriculum; Directors in the TLC Dept.	Login Summary				
Funding Sources: Local						
Strategy 5.9 Counselors will provide comprehensive services on college or trade schools and career options.	Director of Special Programs; High School Counselors; High School Administrative Team; College Recruiters; Local Businesses	Number Participating in the events; Documentation of events				
Funding Sources: Local						
Strategy 5.10 The district will have an after school program @ Houston & Travis Elementary's for all students in grades 1-6. This will be a joint venture between the district and the YMCA and the Boys and Girls Clubs. A second location at Travis Elementary could be added if there is need for an additional site.	Assistant Superintendent of Teaching, Learning, &Curriculum; Principals	Student enrollment				
Funding Sources: Local						



Strategy 5.11 All teachers will make parent contacts (phone, conference, home visit, etc.) as designated by their principals to be sure parents are well informed about their students successes or areas of need.	Principals; Counselors; Assistant Superintendent of Teaching, Learning & Curriculum	Administration will monitor logs.				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**District Goal 6: Provide well maintained facilities of the highest quality.**

**Core Belief Six: We believe our facilities should be of the highest quality and well maintained to meet the needs of all stakeholders of the district.**

**Performance Objective 1:** District facilities and grounds will be well-maintained and updates will be addressed as needed so campuses are functional for students and staff and a source of pride to our community.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Strategy 6.1 The district will continue contract with Sodexo to maintain grounds and facilities for Ennis ISD and will transition to new arrangement.		Director of Maintenance and Operations; Assistant Superintendent of HR and Administration; Principals	Reports generated by the Eduphoria software				
	Funding Sources: Local						
Strategy 6.2 The district will consider purchase of an electronic sign to be placed on the Central Office parking lot to communicate district events to the community and staff.		Director of Maintenance and Operations; Assistant Superintendent of HR and Administration; CFO	Signage in place				
	Funding Sources: Local						
Strategy 6.3 Paint and carpet will be replaced during summer maintenance projects at selected locations.		Director of Maintenance and Operations; Assistant Superintendent of HR and Administration	Number and locations receiving carpet and paint.				
	Funding Sources: Local						

Strategy 6.4 The district will continue to maintain ongoing plans for roofing, HVAC replacement and repair plan, and energy management plans throughout the district.	Director of Maintenance and Operations; Assistant Superintendent of HR and Administration; CFO	Energy savings, documentation of replacements and repairs to HAVC and roofing.				
Funding Sources: Local						
Strategy 6.5 Repairs to the agriculture barns, the drainage, roads, and electricity at Ennis High School will continue to be updated.	Director of Maintenance and Operations; Executive Director for CATE	Evidence of project completion				
Funding Sources: Local						
Strategy 6.6 The district will use an online system called GOV Deals to sell items in storage that are no longer useful to Ennis ISD.	Director of Maintenance and Operations; Assistant Superintendent of HR and Administration; CFO	Amount of funds generated from the sale.				
Strategy 6.7 The district will form a Facilities Committee to study EISD buildings that are currently not in use and develop a long range plan.	Director of Maintenance and Operations; Assistant Superintendent of HR and Administration; Assistant Superintendent of Finance; Committee Members					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## State System Safeguard Strategies

District Goal	Objective	Strategy	Description
1	1	1	Strategy 1.1 Student performance on state assessments will increase by 5% in each content area, grade level and subgroup with the exception of scores already at 90% or higher. Special emphasis will be placed on the following areas to increase scores by at least 5%: ELL Reading, Math, and Writing Special Education-All content areas Advanced Level III The district will meet all four indexes in the state accountability system.
1	1	2	Strategy 1.2 The district will continue use of a curriculum management tool (TRS) to address learning gaps that impact student achievement. All teachers new to the district will be trained on the use of the TEKS Resource System.
1	1	3	Strategy 1.3 Teachers will participate in purposeful planning sessions and will implement the non-negotiable curriculum in all core area classrooms grades K-12. All core teachers will use the unit exams for evaluation of students.
1	1	6	Strategy 1.6 Campuses will implement school improvement plans to meet state requirements for Missing Safeguards in the Texas Accountability System and PBMAS review if needed. Select district staff will participate in mandated training sessions and serve as members of the CLT. Assistant Superintendent of Teaching, Learning, and Curriculum will serve as the district DCSI if needed.
1	1	7	Strategy 1.7 The district will continue to use inclusive models of instruction (to include but not be limited to co-teaching approaches) to deliver specially designed instruction to students eligible for special education services and whose academic and functional needs can be met in the general education classroom.
1	1	8	Strategy 1.9 Limited English Proficient students will receive targeted instruction at each campus to improve their level of English fluency on the IPT oral language tests, their reading, listening, speaking, and writing ability ratings on the TELPAS, and improve scores on state assessments by at least 5%. Teachers and administrators will be trained in Sheltered Instruction model for ELL's.
1	1	9	Strategy 1.10 The district will purchase iPADS or other digital devices, vocabulary software, dictionaries, and supplemental materials to increase vocabulary competence and learning opportunities for LEP students.
1	1	12	Strategy 1.13 Students identified as "at risk" will be provided with tutorials to improve their chances of academic success.
1	1	13	Strategy 1.14 EISD will continue to identify students in need of specially designed instruction and delivered by special education services at each campus.
1	1	14	Strategy 1.15 Reading interventionists and dyslexia therapists will provide specialized reading instruction for targeted students at every campus to assist students who are identified as greatly at risk due to poor reading skills or dyslexia. Instructional Coaches and Instructional specialists will provide support and training to identified teachers.
1	1	27	Strategy 1.29 Software will be made available for student tutorials at home and school in reading and math. Student use will be monitored to assure optimum participation.

<b>District Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
2	1	7	Strategy 2.7 Assistant Superintendents, Director of Special Education, and Principals will review personnel at each campus and make adjustments to improve academic services to students.
4	1	4	Strategy 4.4 The district will develop a behavioral support program with behavior interventions for students served by special education with an eligible disability of emotional disturbance and/or autism and for other students who may need these services.
5	1	4	Strategy 5.4 English and Spanish parenting seminars will be held on topics such as adolescent behaviors, early childhood behaviors, reinforcement of learning at home, peer pressure, self-esteem, family communication, etc. The new Latino Literacy Project will be implemented.

## Federal System Safeguard Strategies

<b>District Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	1	36	The district will provide instructional support through staff development activities in small group differentiation and student identification. Emphasis will be focused on reading and writing comprehension.

# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
19911611200002430000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$200.00
19911611200042430000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
19911611200043430000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
19911611200101430000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$100.00
19911611200102430000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$300.00
19911611200103430000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$200.00
19911611200105430000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
19911611200106430000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
19911611200107430000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
19911611211002430000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$100.00
19911611237107430000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,500.00
19911611803101430000	6118 Extra Duty Stipend - Locally Defined	\$3,000.00
19911611803102430000	6118 Extra Duty Stipend - Locally Defined	\$3,000.00
19911611803103430000	6118 Extra Duty Stipend - Locally Defined	\$3,000.00
19911611803104430000	6118 Extra Duty Stipend - Locally Defined	\$3,000.00
19911611803105430000	6118 Extra Duty Stipend - Locally Defined	\$3,000.00
19911611804699430000	6118 Extra Duty Stipend - Locally Defined	\$20,000.00
19923611802699430000	6118 Extra Duty Stipend - Locally Defined	\$1,500.00
19911611801699430000	6118 Extra Duty Stipend - Locally Defined	\$20,000.00
19911611802699430000	6118 Extra Duty Stipend - Locally Defined	\$5,000.00
19911611803002430000	6118 Extra Duty Stipend - Locally Defined	\$5,000.00
19911611803042430000	6118 Extra Duty Stipend - Locally Defined	\$3,000.00

19911611803043430000	6118 Extra Duty Stipend - Locally Defined	\$3,000.00
19911611900104430000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$12,767.00
19911611900105430000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$121,565.00
19911611900106430000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$44,466.00
19911611911002430000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$31,493.00
19911611937107430000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$84,776.00
19921611912999430000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$40,962.00
19911611900002430000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$43,470.00
19911611900042430000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$97,636.00
19911611900042430001	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$78,650.00
19911611900043430000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$45,569.00
19911611900043430001	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$278,736.00
19911611900101430000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$36,455.00
19911611900101430001	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$75,329.00
19911611900102430000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$56,190.00
19911611900103430000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$83,935.00
19911612200104430000	6122 Salaries or Wages for Substitute Support Personnel	\$1,000.00
19934612537999430000	6125 Salary Support - Locally Defined	\$3,600.00
19911612846002430000	6128 Overtime Pay - Locally Defined	\$500.00
19923612804699430000	6128 Overtime Pay - Locally Defined	\$2,000.00
19934612800102430000	6128 Overtime Pay - Locally Defined	\$500.00
19934612903999430000	6129 Salaries or Wages for Support Personnel	\$500.00
19934612937999430000	6129 Salaries or Wages for Support Personnel	\$30,000.00
19911612900042430000	6129 Salaries or Wages for Support Personnel	\$32,334.00
19911612900101430000	6129 Salaries or Wages for Support Personnel	\$9,257.00
19911612900102430000	6129 Salaries or Wages for Support Personnel	\$11,968.00
19911612900103430000	6129 Salaries or Wages for Support Personnel	\$24,310.00
19911612900104430000	6129 Salaries or Wages for Support Personnel	\$14,519.00



19911614100699430000	6141 Social Security/Medicare	\$500.00
19921614100999430000	6141 Social Security/Medicare	\$552.00
19923614100699430000	6141 Social Security/Medicare	\$50.00
19934614100999430000	6141 Social Security/Medicare	\$500.00
19911614100002430000	6141 Social Security/Medicare	\$677.00
19911614100042430000	6141 Social Security/Medicare	\$1,675.00
19911614100101430000	6141 Social Security/Medicare	\$582.00
19911614100102430000	6141 Social Security/Medicare	\$768.00
19911614100103430000	6141 Social Security/Medicare	\$684.00
19911614100104430000	6141 Social Security/Medicare	\$394.00
19911614100105430000	6141 Social Security/Medicare	\$1,757.00
19911614100106430000	6141 Social Security/Medicare	\$549.00
19911614100107430000	6141 Social Security/Medicare	\$740.00
19911614200002430000	6142 Group Health and Life Insurance	\$3,903.00
19911614200042430000	6142 Group Health and Life Insurance	\$7,960.00
19911614200043430000	6142 Group Health and Life Insurance	\$2,216.00
19911614200101430000	6142 Group Health and Life Insurance	\$1,780.00
19911614200102430000	6142 Group Health and Life Insurance	\$3,691.00
19911614200103430000	6142 Group Health and Life Insurance	\$6,514.00
19911614200104430000	6142 Group Health and Life Insurance	\$2,956.00
19911614200105430000	6142 Group Health and Life Insurance	\$2,974.00
19911614200106430000	6142 Group Health and Life Insurance	\$2,954.00
19911614200107430000	6142 Group Health and Life Insurance	\$5,909.00
19921614200999430000	6142 Group Health and Life Insurance	\$1,477.00
19934614200999430000	6142 Group Health and Life Insurance	\$16.00
19911614300002430000	6143 Workers' Compensation	\$580.00
19911614300042430000	6143 Workers' Compensation	\$972.00
19911614300043430000	6143 Workers' Compensation	\$353.00

19911614300101430000	6143 Workers' Compensation	\$354.00
19911614300102430000	6143 Workers' Compensation	\$528.00
19911614300103430000	6143 Workers' Compensation	\$838.00
19911614300104430000	6143 Workers' Compensation	\$211.00
19911614300105430000	6143 Workers' Compensation	\$941.00
19911614300106430000	6143 Workers' Compensation	\$344.00
19911614300107430000	6143 Workers' Compensation	\$888.00
19911614300699430000	6143 Workers' Compensation	\$5.00
19921614300999430000	6143 Workers' Compensation	\$317.00
19934614300999430000	6143 Workers' Compensation	\$1,500.00
19911614400002430000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$4,434.00
19911614400042430000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$8,889.00
19911614400043430000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,962.00
19911614400101430000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,091.00
19911614400102430000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,674.00
19911614400103430000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$7,344.00
19911614400104430000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,074.00
19911614400105430000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$8,709.00
19911614400106430000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,007.00
19911614400107430000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$7,698.00
19921614400999430000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,415.00
19911614600101430000	6146 Teacher Retirement/TRS Care	\$725.00
19911614600102430000	6146 Teacher Retirement/TRS Care	\$2,017.00
19911614600103430000	6146 Teacher Retirement/TRS Care	\$1,694.00
19911614600104430000	6146 Teacher Retirement/TRS Care	\$204.00
19911614600105430000	6146 Teacher Retirement/TRS Care	\$1,442.00
19911614600106430000	6146 Teacher Retirement/TRS Care	\$706.00
19911614600107430000	6146 Teacher Retirement/TRS Care	\$1,886.00

19911614600699430000	6146 Teacher Retirement/TRS Care	\$200.00
19921614600999430000	6146 Teacher Retirement/TRS Care	\$1,006.00
19923614600699430000	6146 Teacher Retirement/TRS Care	\$20.00
19934614600999430000	6146 Teacher Retirement/TRS Care	\$1,000.00
19911614600002430000	6146 Teacher Retirement/TRS Care	\$1,458.00
19911614600042430000	6146 Teacher Retirement/TRS Care	\$1,596.00
19911614600043430000	6146 Teacher Retirement/TRS Care	\$843.00
19911614900002430000	6149 Employee Benefits	\$500.00
19911614900042430000	6149 Employee Benefits	\$500.00
19911614900043430000	6149 Employee Benefits	\$4,500.00
19911614900101430000	6149 Employee Benefits	\$500.00
19911614900102430000	6149 Employee Benefits	\$2,000.00
19911614900103430000	6149 Employee Benefits	\$4,000.00
19911614900104430000	6149 Employee Benefits	\$500.00
19911614900105430000	6149 Employee Benefits	\$7,000.00
19911614900106430000	6149 Employee Benefits	\$2,000.00
19911614900107430000	6149 Employee Benefits	\$3,000.00
<b>6100 Subtotal:</b>		<b>\$1,495,090.00</b>
<b>6200 Professional and Contracted Services</b>		
19911622200002430000	6222 Student Tuition - Public Schools	\$25,000.00
19911629196002430000	6291 Consulting Services	\$10,500.00
19911629440101430000	6294 Reclassified Transportation - Locally Defined	\$125.00
19911629440102430000	6294 Reclassified Transportation - Locally Defined	\$125.00
19911629440103430000	6294 Reclassified Transportation - Locally Defined	\$125.00
19911629440104430000	6294 Reclassified Transportation - Locally Defined	\$125.00
19911629440105430000	6294 Reclassified Transportation - Locally Defined	\$125.00
19911629440106430000	6294 Reclassified Transportation - Locally Defined	\$125.00

19911629440107430000	6294 Reclassified Transportation - Locally Defined	\$125.00
19911629440002430000	6294 Reclassified Transportation - Locally Defined	\$200.00
19911629440042430000	6294 Reclassified Transportation - Locally Defined	\$125.00
19911629440043430000	6294 Reclassified Transportation - Locally Defined	\$125.00
<b>6200 Subtotal:</b>		<b>\$36,825.00</b>
<b>6300 Supplies and Services</b>		
19911639941103430000	6399 General Supplies	\$1,265.00
19911639941104430000	6399 General Supplies	\$1,265.00
19911639941105430000	6399 General Supplies	\$1,965.00
19911639975107430000	6399 General Supplies	\$500.00
19911639991101430000	6399 General Supplies	\$250.00
19911639992102430000	6399 General Supplies	\$300.00
19911639994104430000	6399 General Supplies	\$150.00
19911639995042430000	6399 General Supplies	\$500.00
19911639940002430000	6399 General Supplies	\$3,775.00
19911639940042430000	6399 General Supplies	\$3,500.00
19911639996002430000	6399 General Supplies	\$21,750.00
19911639940106430000	6399 General Supplies	\$714.00
19911639997043430000	6399 General Supplies	\$100.00
19911639940107430000	6399 General Supplies	\$595.00
19911639998106430000	6399 General Supplies	\$350.00
19911639940699430000	6399 General Supplies	\$4,500.00
19911639941042430000	6399 General Supplies	\$610.00
19911639941043430000	6399 General Supplies	\$1,965.00
19911639941101430000	6399 General Supplies	\$1,265.00
19911639941102430000	6399 General Supplies	\$1,265.00
<b>6300 Subtotal:</b>		<b>\$46,584.00</b>

<b>6400 Other Operating Costs</b>		
19911641141104430000	6411 Employee Travel	\$200.00
19911641141105430000	6411 Employee Travel	\$350.00
19913641141999430000	6411 Employee Travel	\$200.00
19911641141042430000	6411 Employee Travel	\$100.00
19911641141043430000	6411 Employee Travel	\$350.00
19911641141101430000	6411 Employee Travel	\$200.00
19911641141102430000	6411 Employee Travel	\$200.00
19911641141103430000	6411 Employee Travel	\$200.00
19911649446002430000	6494 Reclassified Transportation Expenses	\$4,000.00
<b>6400 Subtotal:</b>		<b>\$5,800.00</b>

# Title I

## Schoolwide Program Plan

### USE OF FUNDS

**Instructional Facilitator Salaries (Instructional Coaches, Specialists, Coordinators)**

**Paraprofessional Salaries**

**Teacher Salaries**

**Parental Involvement**

**Staff Development**

**Supplemental Instructional Supplies and Materials-if budget allows**

**Supplemental Instructional Services-if budget allows**

### DESCRIPTION OF SERVICES

**All instruction is supplemental to the regular classroom instruction. The Ennis ISD Title I Program is in compliance with all provisions of No Child Left Behind, including set aside funds for parental involvement, professional development, and school improvement. As all campuses within Ennis ISD are Title 1 campuses, no funds are set aside for homeless students on non-Title 1 campuses. Title 1 services are designed to meet the needs identified in the district and campus comprehensive needs assessments and to support improved academic achievement.**

## **IDENTIFICATION OF CAMPUSES**

All EISD schools are school wide campuses. EISD serves campuses in rank order as determined by the number of students who qualify for the federal free and reduced lunch program. A campus must have an economically disadvantaged percentage of 40% to qualify as a School wide campus. For School Year 2016-17, EISD campuses are ranked as follows (based upon PEIMS Data for 2015-2016 school year):

<b>Carver ECC</b>	<b>79.42% - Schoolwide</b>
<b>Houston Elementary</b>	<b>78.10% - Schoolwide</b>
<b>Crockett ECC</b>	<b>76.18% - Schoolwide</b>
<b>Miller Intermediate</b>	<b>72.91% - Schoolwide</b>
<b>Lummus Intermediate</b>	<b>69.82% - Schoolwide</b>
<b>Bowie Elementary</b>	<b>68.23% - Schoolwide</b>
<b>Austin Elementary</b>	<b>67.86% - Schoolwide</b>
<b>Ennis Junior High</b>	<b>65.50% - Schoolwide</b>
<b>Travis Elementary</b>	<b>64.67% - Schoolwide</b>
<b>Ennis High School</b>	<b>61.48% - Schoolwide</b>

**PRIVATE SCHOOL:** By law, we must contact private schools registered with TEA and offer services to their students who are identified as At-Risk. In Ennis, there is one private school. This school was contacted and does not wish to receive Title 1A services.

## **IDENTIFICATION OF STUDENTS**

**SCHOOLWIDE CAMPUSES:** Projected # of students to be served - 5803

**All students receive supplemental instruction as needed in areas tested on STAAR.**

## **TYPES OF STUDENT SERVICES OFFERED**

**K – Grade 8: Supplemental Reading Instruction—Crockett, Carver, Austin, Houston, Bowie, Travis, Lummus, Miller**

**Grade 3 – 12: Supplemental Instruction in all areas tested on STAAR**

**Grades K – 12: Supplemental Instructional Materials for Core Subjects**

### **Ten Schoolwide Components**

#### **1: Comprehensive Needs Assessment**

All campuses and the district complete an annual comprehensive needs assessment including demographics; student achievement; school culture and climate; staff quality, recruitment and retention; curriculum, instruction and assessment; family and community involvement; school context and organization; and technology. The strengths and weaknesses identified are then used to build the campus and district improvement plans.

#### **2: Schoolwide Reform Strategies**

Each campus selects the appropriate school wide reform strategy to meet the needs identified for that campus. The same is true at the district level. Ennis ISD has identified the need for a comprehensive curriculum management system and response to student academic requisites as the top needs. To address those areas Ennis continues to implement the TEKS Resource System as a curriculum management system and to provide tutoring and intervention programs for students in need.

#### **3: Instruction by highly qualified professional teachers**

All campuses within Ennis ISD have 100% highly qualified staff.

#### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

Professional development is designed to meet needs identified in the comprehensive needs assessment and to support the selected reform strategies. Federal, state, and local funds are used to provide opportunities for staff to attend professional development outside the district as well as to bring trainers into the district. One focus for the 2016-17 school year is the implementation of instructional coaches in the content areas of Math/Sc and ELAR/SS at each campus to meet the specific needs of instruction.

#### **5: Strategies to attract highly qualified teachers**



Ennis ISD provides many opportunities to attract and maintain a highly qualified staff. Ennis ISD contributes more than the state minimum toward teacher health insurance; Ennis ISD also participates in a matching annuity program, TERRP. The school board and administration are committed to providing competitive salaries for all employees.

#### **6: Strategies to increase parental involvement**

Ennis ISD and each campus within the district have made a concerted effort to improve parental involvement. Several methods of communicating with parents and the community are used regularly including website, Facebook, Twitter, and School Messenger. Parents are welcomed and encouraged to volunteer on each campus. Evening programs such as math or reading night and the district showcase are hosted to also encourage family involvement.

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Ennis ISD houses two campuses dedicated to meeting the needs of early childhood students. At the end of the school year, the early childhood students participate in an orientation program through which they tour their elementary campus and meet the teachers and principal. Parents are provided information concerning school procedures and important phone numbers. Similar transition plans are in place at each transition point throughout Ennis ISD. Each campus also hosts a Meet the Teacher night at the very beginning of the school year.

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Each Ennis ISD campus utilizes a well-developed RtI process. Teachers are active participants in designing the instructional plan and making assessment decisions for students. Teachers support their own students as well as work together in collegial teams. The teachers also participate in PLCs working in cooperation with the building principal to make assessment decisions and create the best academic program for each student.

#### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Each campus utilizes the assessments that are a part of the TEKS Resource System to identify individual students who need intervention and to focus instruction. Students who are identified as in need of additional help are provided with 1) supplemental instruction through computer assisted programs and or targeted instruction with content teacher; 2) additional instructional time through tutoring; 3) targeted instruction from an instructional specialist; or 4) academic accommodations.

#### **10: Coordination and integration of federal, state and local services and programs**

Ennis ISD maximizes the use of federal, state, and local supports and programs to meet the needs of students. Reading intervention programs, tutoring, and computer based instructional programs all combine resources to create a strong academic program.

## Plan Notes

Ennis ISD will hold formative review meetings four times a year to collaborate on goal progress.

## 2016-2017 District Wide Educational Improvement Council

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative	Misty Culpepper	Culpepper Financial Services
Business Representative	Kim Holley	Citizens National Bank
Classroom Teacher	Candace Bennett	Austin El
Classroom Teacher	Kelly Boston	EHS
Classroom Teacher	Laurie Butler	Crockett ECC
Classroom Teacher	Naomi Chapa	Houston Elem
Classroom Teacher	Barbara Horner	Bowie Elem
Classroom Teacher	Sara Jakubik	EJHS
Classroom Teacher	Angie Payne	Miller Int
Classroom Teacher	Kim Salazar	EHS
Classroom Teacher	Kristy Stephens	Travis Elem
Classroom Teacher	Lorien Stong	EJHS
Classroom Teacher	Todd Whatley	Alamo
Classroom Teacher	Lisa Zhanel	Lummus Int
Community Representative	Marty Nelson	City of Ennis / GAKAC
Community Representative	Dr. Alexander Weir	Eastside Church of Christ
Non-classroom Professional	Laura Northcutt	Carver ECC
Non-Teaching Professional	Cliff Mathes	Director Special Programs
Non-Teaching Professional	Donna Montgomery	Instructional Technology
Parent	Doanna Montano	Grade 9-12
Parent	Wes Pool	Grade K - 5
Parent	Daici Saavedra	Grade 6-8

# District Funding Summary

<b>Federal</b>					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	21	Region X		\$0.00
<b>Sub-Total</b>					\$0.00
<b>GATE</b>					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grant</b>					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>IDEA B</b>					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	15			\$0.00
1	1	18			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
<b>Sub-Total</b>					\$0.00

<b>IMA-Instructional Materials Allotment</b>					
<b>District Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	5			\$0.00
1	1	31	iPads,		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Local</b>					
<b>District Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$0.00
1	1	2	Region X, TRS Management System		\$0.00
1	1	3	Time, Eduphoria AWARE		\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	1	16			\$0.00
1	1	17			\$0.00
1	1	19			\$0.00
1	1	20			\$0.00
1	1	22			\$0.00
1	1	24			\$0.00
1	1	25			\$0.00

1	1	26			\$0.00
1	1	27			\$0.00
1	1	28			\$0.00
1	1	29			\$0.00
1	1	30			\$0.00
1	1	31			\$0.00
1	1	32			\$0.00
1	1	34			\$0.00
1	1	36			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	9			\$0.00
2	1	10			\$0.00
3	1	5	Software		\$0.00
4	1	2	Plan; Time; Collaboration with city officials		\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5	Time		\$0.00
4	1	6	Time		\$0.00
4	1	8			\$0.00
4	1	9			\$0.00
4	1	10			\$0.00
4	1	12			\$0.00
4	1	13			\$0.00

4	1	15			\$0.00
4	1	16	One time refrigerator purchase, supplies		\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	7			\$0.00
5	1	8			\$0.00
5	1	9	Business and College Partnerships		\$0.00
5	1	10			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00
6	1	4			\$0.00
6	1	5			\$0.00
<b>Sub-Total</b>					\$0.00

**Sub-Total** \$0.00

**SCE**

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Personnel, buses, time		\$0.00
1	1	19			\$0.00
1	1	33			\$0.00
1	1	35			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
4	1	3			\$0.00

**Sub-Total** \$0.00

**Special Education: Local**

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Personnel, Training		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Special Education: State/Local</b>					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	13			\$0.00
1	1	15			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>TEXSHEP Grant</b>					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	18			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Title I</b>					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	1	12			\$0.00
1	1	14			\$0.00
1	1	18			\$0.00
1	1	36			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00



3	1	3			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>CTE Allotment</b>					
<b>District Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	16			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Carl D. Perkins</b>					
<b>District Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	16			\$0.00
1	1	19			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Migrant</b>					
<b>District Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	23			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Title III</b>					
<b>District Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	8	Data in AWARE		\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
3	1	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Headstart</b>					

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	21			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00