

Ennis Independent School District
District Improvement Plan
2017-2018

Accountability Rating: Met Standard



Public Presentation Date: April 12, 2017

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 ensure 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. Ensure all students receive high-quality instruction.
2. Provide and support high-quality staff for all classrooms.
3. Empower staff with resources to ensure student excellence.
4. Provide a safe and secure learning environment, cultivating character and high expectations.
5. Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.
6. Maintain high-quality facilities with an instructional focus.

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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 5857 students from pre-kindergarten through grade 12.

SCHOOL	GRADES	ENROLLMENT (Oct 2017)
Carver Early Childhood Center	Pre-K Head Start, K	306
Crockett Early Childhood Center	PPCD, Pre-K, K	408
Austin Elementary	Gr 1-3	301
Bowie Elementary	Gr 1-3	360
Houston Elementary	Gr 1-3	304
Travis Elementary	Gr 1-3	302
Lummus Intermediate	Gr 4-6	699
Miller Intermediate	Gr 4-6	649
Ennis Junior High	Gr 7-8	858
Ennis High School	Gr 9-12	1670
Discipline Alt. Ed. Program (DAEP)		Varies
TOTAL		5857

Ethnic Distribution per the 2015-2016 TAPR report	
Hispanic	56.1%
White	29.6%
African American	12.4%
Asian	0.4%
Pacific Islander	0.3%
American Indian	0.2%
Two or More Races	1.1%

Ennis ISD is comprised of 68.1% Economically Disadvantaged Students and 12.9% 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 descent, 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ennis ISD has a 68.1% economically disadvantaged population. **Root Cause:** Ennis ISD is constructed of a blue collar industrial workforce. 52.2% of our students enroll in higher education. Almost half of our student body will enter the workforce immediately out of high school. Ennis ISD must provide pathways for students to be future ready employees.

Student Achievement

Student Achievement Summary

STAAR Reading - 2015 vs 2016

Grade Level Tested	2015 EISD % Level II (passing)	2016 EISD % Level II (passing)	State 2016 % Level II (passing)	2015 vs 2016 (passing)	EISD vs State (passing)	2015 EISD % Level III (adv)	2016 EISD % Level III (adv)	State 2016 % Level III (adv)	2015 vs 2016 (adv)	EISD vs State (adv)
3rd	84%	83%	74%	-1%	9%	9%	28%	24%	19%	4%
Austin	74%	84%	74%	10%	10%	5%	27%	24%	22%	3%
Bowie	85%	79%	74%	-6%	5%	7%	22%	24%	15%	-2%
Houston	96%	83%	74%	-13%	9%	18%	35%	24%	17%	11%
Travis	83%	88%	74%	5%	14%	9%	30%	24%	21%	6%
4th	79%	76%	77%	-3%	-1%	18%	15%	20%	-3%	-5%
Lummus	72%	69%	77%	-3%	-8%	13%	12%	20%	-1%	-8%
Miller	86%	84%	77%	-2%	7%	23%	19%	20%	-4%	-1%
5th	87%	79%	75%	-8%	4%	18%	24%	25%	6%	-1%
Lummus	89%	77%	75%	-12%	2%	18%	24%	25%	6%	-1%
Miller	85%	81%	75%	-4%	6%	19%	24%	25%	5%	-1%
6th	79%	75%	71%	-4%	4%	10%	17%	19%	7%	-2%
Lummus	77%	74%	71%	-3%	3%	15%	18%	19%	3%	-1%
Miller	80%	77%	71%	-3%	6%	6%	16%	19%	10%	-3%
7th	74%	76%	72%	2%	4%	8%	18%	22%	10%	-4%
8th	84%	90%	82%	6%	8%	11%	21%	19%	10%	2%

STAAR Math - 2015 vs 2016

Grade Level Tested	2015 EISD % Level II (passing)	2016 EISD % Level II (passing)	State 2016 % Level II (passing)	2015 vs 2016 (passing)	EISD vs State (passing)	2015 EISD % Level III (adv)	2016 EISD % Level III (adv)	State 2016 % Level III (adv)	2015 vs 2016 (adv)	EISD vs State (adv)
3rd	84%	86%	76%	2%	10%	9%	24%	19%	15%	5%
Austin	74%	88%	76%	14%	12%	5%	23%	19%	18%	4%
Bowie	85%	77%	76%	-8%	1%	7%	16%	19%	9%	-3%
Houston	96%	89%	76%	-7%	13%	18%	26%	19%	8%	7%

Travis	83%	93%	76%	10%	17%	9%	34%	19%	25%	15%
4th	79%	88%	74%	9%	14%	18%	34%	22%	16%	12%
Lummus	72%	82%	74%	10%	8%	13%	26%	22%	13%	4%
Miller	86%	93%	74%	7%	19%	23%	42%	22%	19%	20%
5th	87%	90%	79%	3%	11%	18%	23%	20%	5%	3%
Lummus	89%	88%	79%	-1%	9%	18%	23%	20%	5%	3%
Miller	85%	93%	79%	8%	14%	19%	23%	20%	4%	3%
6th	79%	85%	74%	6%	11%	10%	19%	16%	9%	3%
Lummus	77%	89%	74%	12%	15%	15%	20%	16%	5%	4%
Miller	80%	82%	74%	2%	8%	6%	18%	16%	12%	2%
7th	74%	73%	71%	-1%	2%	8%	11%	17%	3%	-6%
8th	84%	84%	73%	0%	11%	11%	19%	9%	8%	10%

STAAR Writing - 2015 vs 2016

Grade Level Tested	2015 EISD % Level II (passing)	2016 EISD % Level II (passing)	State 2016 % Level II (passing)	2015 vs 2016 (passing)	EISD vs State (passing)	2015 EISD % Level III (adv)	2016 EISD % Level III (adv)	State 2016 % Level III (adv)	2015 vs 2016 (adv)	EISD vs State (adv)
4th	71%	75%	69%	4%	6%	5%	16%	15%	11%	1%
Lummus	61%	70%	69%	9%	1%	4%	14%	15%	10%	-1%
Miller	81%	81%	69%	0%	12%	5%	18%	15%	13%	3%
7th	71%	75%	70%	4%	5%	5%	7%	13%	2%	-6%

STAAR Science - 2015 vs 2016

Grade Level Tested	2015 EISD % Level II (passing)	2016 EISD % Level II (passing)	State 2016 % Level II (passing)	2015 vs 2016 (passing)	EISD vs State (passing)	2015 EISD % Level III (adv)	2016 EISD % Level III (adv)	State 2016 % Level III (adv)	2015 vs 2016 (adv)	EISD vs State (adv)
5th	84%	84%	75%	0%	9%	11%	13%	11%	2%	2%
Lummus	83%	83%	75%	0%	8%	10%	13%	11%	3%	2%
Miller	85%	84%	75%	-1%	9%	11%	14%	11%	3%	3%
8th	73%	73%	76%	0%	-3%	14%	17%	19%	3%	-2%

STAAR Social Studies - 2015 vs 2016

Grade Level Tested	2015 EISD % Level II (passing)	2016 EISD % Level II (passing)	State 2016 % Level II (passing)	2015 vs 2016 (passing)	EISD vs State (passing)	2015 EISD % Level III (adv)	2016 EISD % Level III (adv)	State 2016 % Level III (adv)	2015 vs 2016 (adv)	EISD vs State (adv)
8th	60%	64%	65%	4%	-1%	8%	11%	17%	3%	-6%

STAAR End of Course 2015 vs 2016 (1st time testers)

Grade Level Tested	2015 EISD % Level II (passing)	2016 EISD % Level II (passing)	State 2016 % Level II (passing)	2015 vs 2016 (passing)	EISD vs State (passing)	2015 EISD % Level III (adv)	2016 EISD % Level III (adv)	State 2016 % Level III (adv)	2015 vs 2016 (adv)	EISD vs State (adv)
8th										
Algebra I	100%	100%	85%	0%	15%	52%	72%	28%	20%	44%
EHS										
English I	69%	72%	71%	3%	1%	6%	9%	9%	3%	0%
English II	68%	72%	74%	4%	-2%	3%	4%	9%	1%	-5%
Algebra I	88%	86%	85%	1%	4%	10%	21%	28%	23%	5%
Biology	88%	90%	92%	2%	-2%	11%	15%	21%	4%	-6%
US History	89%	91%	95%	2%	-4%	18%	21%	31%	3%	-10%

STAAR OVERALL 2015 vs 2016

Grade Level Tested	2015 EISD % Level II (passing)	2016 EISD % Level II (passing)	State 2016 % Level II (passing)	2015 vs 2016 (passing)	EISD vs State (passing)	2015 EISD % Level III (adv)	2016 EISD % Level III (adv)	State 2016 % Level III (adv)	2015 vs 2016 (adv)	EISD vs State (adv)
3rd Reading	89%	83%	74%	-6%	9%	23%	28%	24%	5%	4%
4th Reading	81%	76%	77%	-5%	-1%	19%	15%	20%	-4%	-5%
5th Reading	82%	79%	75%	-3%	4%	18%	24%	25%	6%	-1%
6th Reading	81%	75%	71%	-6%	4%	15%	17%	19%	2%	-2%
7th Reading	80%	76%	72%	-4%	4%	16%	18%	22%	2%	-4%
8th Reading	87%	90%	82%	3%	8%	18%	21%	19%	3%	2%
3rd Math	84%	86%	76%	2%	10%	9%	24%	19%	15%	5%
4th Math	79%	87%	74%	8%	13%	18%	34%	22%	16%	12%
5th Math	87%	90%	79%	3%	11%	18%	23%	20%	5%	3%
6th Math	79%	85%	74%	6%	11%	10%	19%	16%	9%	3%
7th Math	74%	73%	71%	-1%	2%	8%	11%	17%	3%	-6%
8th Math	84%	84%	73%	0%	11%	11%	19%	9%	8%	10%
8th Algebra I	100%	100%	85%	0%	15%	52%	72%	28%	20%	44%
4th Writing	71%	75%	69%	4%	6%	4%	16%	15%	12%	1%
7th Writing	71%	75%	70%	4%	5%	5%	7%	13%	2%	-6%
5th Science	84%	84%	75%	0%	9%	11%	13%	11%	2%	2%
8th Science	73%	73%	76%	0%	-3%	14%	17%	19%	3%	-2%
8th Social Studies	60%	64%	65%	4%	-1%	8%	11%	17%	3%	-6%
English I	69%	72%	71%	3%	1%	6%	9%	9%	3%	0%
English II	68%	72%	74%	4%	-2%	3%	4%	9%	1%	-5%
HS Algebra I	88%	86%	85%	-2%	1%	10%	21%	28%	11%	-7%
Biology	88%	90%	92%	2%	-2%	11%	15%	21%	4%	-6%
US History	89%	91%	95%	2%	-4%	18%	21%	31%	3%	-10%

Student Achievement Strengths

All Ennis ISD campuses Met Standard in all four indexes and earned at least one Distinction Designation. Three EISD campuses, Miller Intermediate, Houston Elementary and Travis Elementary, earned all possible distinctions. Only 400 campuses out of 8673 in the state of Texas, earned all distinction designations. Twelve out of fourteen EISD STAAR Reading test were above the Region and State. Eleven out of thirteen EISD STAAR Math test were above the Region and State. Two out of three EISD STAAR Writing test were above the

Region 10 and the State. We continue our march to Blue Ribbon Award status.

EISD is enhancing post-secondary opportunities for our students. Ennis ISD is developing a CTE Academy, Hospitality and Tourism Academy, 42 dual credit opportunities, and defined CTE pathways. Ennis ISD continues to experience growth in student opportunities and success.

Distinctions Earned

Miller Intermediate

- Academic Achievement in ELA/Reading
- Academic Achievement in Math
- Academic Achievement in Science
- Top 25% Student Progress
- Top 25% Closing the Performance Gap
- Post-secondary Readiness

Lummus Intermediate

- Academic Achievement in ELA/Reading
- Academic Achievement in Math

Houston Elementary

- Academic Achievement in ELA/Reading
- Academic Achievement in Math
- Top 25% Student Progress
- Top 25% Closing the Performance Gap
- Post-secondary Readiness

Travis Elementary

- Academic Achievement in ELA/Reading
- Academic Achievement in Math
- Top 25% Student Progress
- Top 25% Closing the Performance Gap
- Post-secondary Readiness

Austin Elementary

- Academic Achievement in ELA/Reading
- Academic Achievement in Math
- Top 25% Closing the Performance Gap
- Post-secondary Readiness

Bowie Elementary

- Academic Achievement in ELA/Reading
- Academic Achievement in Math
- Top 25% Student Progress
- Post-secondary Readiness

Ennis Junior High

- Academic Achievement in ELA/Reading

Ennis High School

- Academic Achievement in Math

District Accountability Rating

Met Standard

Index I Student Achievement

EISD 74 (State Target 60)

Index II Student Progress

EISD 39 (State Target 22)

Index III Closing Performance Gaps

EISD 38 (State Target 28)

Index IV Postsecondary Readiness

EISD 72 (State Target 60)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special education students are not meeting the passing “met standard” level. **Root Cause:** Over the past three years, AA scores have dropped by 11% in all subjects at the satisfactory level while special education scores have dropped in all subjects by 8%. The special education population has an increased impact on district accountability. Changes in test formats have shown a decrease in special education STAAR testing results. Although students are showing measurable progress.

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 gifts for needy families, free peer tutorials, etc.) Our district has developed a mentoring program to assist and support our students as they grow into productive community members. Our culture and climate are 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.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Over-identification of African American through special education services. **Root Cause:** Due to distribution of African American population across four elementary campuses, the significance of their impact on scores does not become evident until fourth grade at both intermediate campuses. In comparison to African American population data, the majority of referrals for special education are found in grades K-3.

Problem Statement 2: High percentage of discretionary discipline placements. **Root Cause:** Throughout the district there is a need for consistent discipline procedures.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Ennis ISD employs 686 people and is the largest employer in the City of Ennis. There are 485 Professional Staff members (teachers, campus, and central office admin), 105 educational aides, and 96 auxiliary staff members (transportation, etc). The professional staff has many years of experience with 104 teachers having between 10 and 20 years of experience and 90 having over 20 years of experience.

Staff Quality, Recruitment, and Retention Strengths

The Assistant Superintendent for Human Services and administration attend 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 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 new teachers to Ennis ISD are provided a mentor teacher and supported with specific new teacher professional development.

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher salary schedule in surrounding area school districts are higher than Ennis ISD. **Root Cause:** Several school districts within a 50 mile radius have significantly higher student populations and tax base. Ennis ISD is experiencing recent growth and continues to raise salary schedules in order to be more competitive. Ennis ISD must be creative in offering incentives.

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 in all indexes with all campus earning at least one designation distinction. Three campuses earned all possible distinctions. 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 question stems 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 2015-2016 TAPR, 68.8% of Ennis ISD graduates graduated on the recommended plan and 52.2% 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. The Department of Teaching, Learning, and Curriculum is currently developing a curriculum management plan. 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). Principals identify students who need interventions, plan for them, and offer tutorials as needed.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Instruction in the classroom needs to evolve from teacher centered instruction into student centered instruction. **Root Cause:** The District saw 8% decrease in 3rd grade reading compared to 3% decrease in the State reading scores. The District (81%) is still above the State average(73%), the drop in reading scores from 89% to 81% is the lowest passing rate in 3 years. Currently teachers in grades K-3 are using the guided reading structure in 30% of the classroom observations and walkthroughs.

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 child's grades 24-7. Announcements 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.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Parents and community expect communication in a variety of media formats. **Root Cause:** Parent and community expectation for communication has shifted to that of a paperless society. District and campus communication must be distributed through multiple digital resources.

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 the Assistant Superintendent of Teaching, Learning, and Curriculum. The six directors include; Director of Special Education, Executive Director of Student Services, Technology Director, Director of Special Populations, Director of Teaching and Learning, and 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 and custodial/maintenance are outsourced to Sodexo who has provided excellent service to our campuses. Our transportation 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 foresight 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.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Defining department roles and responsibilities. **Root Cause:** Ennis ISD is a growing district with diverse student and staff needs. In order to meet these needs district departments must have defined roles and responsibilities.

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 21st-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 backup 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 10GB connection between campuses providing a 1GB connection to each district workstation. 2GB shared bandwidth connection via the Internet is available. All campuses have wireless Internet 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. The district network is firewall secured. Intrusion protection and advanced malware protection systems are in place.

Telephone System: VOIP telephones are in every office and classroom 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. Disaster recovery plans 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. There are currently 40 networked computer labs. Additional presentational systems are available in cafeterias, libraries, lecture halls and auditoriums.

The district has one mobile video conferencing cart and one permanent site at the high school for distance learning, virtual field trips, and

educational courses. Additionally, the district utilizes ZOOM web conferencing services via ESC Region 10, which provides a virtual web conference capability at any networked location.

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

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 G-Suite for Education district.

Recent audits by Region X and outside vendors showed our technology system to be in excellent condition.

Problem Statements Identifying Technology Needs

Problem Statement 1: EISD's instructional technology resources in the classroom are not fully utilized in the classroom. **Root Cause:** Diverse training/professional development for teachers in the use of digital learning/instructional technology has not kept pace with the advanced technology implementation.

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

Goals

District Goal 1: Ensure all students receive high-quality instruction.

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 2017-2018 school year while increasing designated special populations (LEP, AA, SPED, ECO DIS, Masters Grade Level) by 3% in all subjects all students.

Evaluation Data Source(s) 1: Texas Academic Performance Report


Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>State System Safeguard Strategy Strategy 1.1 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>	Director of Teaching, Learning, & Curriculum	Seamless instruction as evidenced by class room walk-throughs; Improved STAAR scores; Improvement of achievement in subgroups Documented training sessions				
Funding Sources: 199 - General Fund: Local - 0.00						
<p>State System Safeguard Strategy PBMAS Strategy 1.2 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>	Director of Teaching, Learning, & Curriculum	Campus walkthroughs Documented use of unit exams in AWARE				
Funding Sources: 199 - General Fund: Local - 0.00						
<p>Strategy 1.3 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>	Director of Teaching, Learning, & Curriculum	Documentation of meetings with principals and meetings on campuses regarding data disaggregation				
Funding Sources: 199 - General Fund: Local - 0.00, 211 - Title I, Part A Improving Basic Program - 0.00, 224 - IDEA B, Formula (SpEd) - 0.00						

<p align="center">State System Safeguard Strategy</p> <p>Strategy 1.4 During the 2017 - 2018 school year, district will provide on-site trainings to support increase implementation of student centered instructional approaches in the classroom for core academic subjects (math, science, social studies, reading/writing) grades K-12.</p>	<p>Director of Teaching, Learning, & Curriculum</p>	<p>Instructional observations and walkthroughs</p>				
<p>Funding Sources: 199 - Special Education: State - 0.00, 224 - IDEA B, Formula (SpEd) - 0.00, 199 - General Fund: Local - 0.00, 211 - Title I, Part A Improving Basic Program - 0.00</p>						
<p align="center">State System Safeguard Strategy PBMAS</p> <p>Strategy 1.5 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</p>	<p>Number of students served in inclusive settings on Annual PBMAS report</p>				
<p>Funding Sources: 199 - General Fund: Local - 0.00</p>						
<p align="center">State System Safeguard Strategy</p> <p>Strategy 1.6 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 & Curriculum;</p>	<p>PBMAS indicators; Number of students successfully exiting the program;</p>				
<p>Funding Sources: 263 - Title III, LEP - 0.00, 199 - General Fund: Local - 0.00</p>						
<p align="center">State System Safeguard Strategy PBMAS</p> <p>Strategy 1.7 The district will continue to research and provide resource materials increase vocabulary competence and learning opportunities for LEP students.</p>	<p>Assistant Superintendent of Teaching, Learning & Curriculum</p>	<p>Increased scores on TELPAS; Increased scores on state assessments; PBMAS data</p>				
<p>Funding Sources: 263 - Title III, LEP - 0.00, 199 - General Fund: Local - 0.00</p>						
<p>Strategy 1.8 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>Director of Teaching, Learning, & Curriculum</p>	<p>Full implementation of the software program and training sessions</p>				
<p>Funding Sources: 199 - General Fund: Local - 0.00, 211 - Title I, Part A Improving Basic Program - 0.00, 263 - Title III, LEP - 0.00</p>						
<p>Strategy 1.9 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. The district will train teachers on the AVID question stems and how they can be used across the curriculum.</p>	<p>Assistant Superintendent of Teaching, Learning, & Curriculum</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>Funding Sources: 199 - General Fund: Local - 0.00</p>						

<p align="center">State System Safeguard Strategy</p> <p>Strategy 1.10 Students identified as "at risk" will be provided with intervention to improve their chances of academic success.</p>	Director of Teaching, Learning, & Curriculum	Types and Numbers of Intervention Sessions; # of Students Served				
	Funding Sources: 199 - State Compensatory Ed (SCE): State - 0.00, 211 - Title I, Part A Improving Basic Program - 0.00, 199 - General Fund: Local - 0.00, 224 - IDEA B, Formula (SpEd) - 0.00					
<p align="center">State System Safeguard Strategy</p> <p>Strategy 1.11 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>	Director of Special Programs	Number of students served and progress attained				
	Funding Sources: 199 - General Fund: Local - 0.00, 211 - Title I, Part A Improving Basic Program - 0.00					
<p align="center">PBMAS</p> <p>Strategy 1.12 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.</p>	Director of Special Programs	Number of students served by interventionists/dyslexia therapy and their success. Teachers trained and using eStar. Dropout Prevention Programs and data.				
	Funding Sources: 224 - IDEA B, Formula (SpEd) - 0.00, 199 - Special Education: State - 0.00, 199 - General Fund: Local - 0.00					
<p>Strategy 1.13 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 through other higher education agencies.</p>	Executive Director of Student Services	Documentation of personnel Number of students enrolled in classes				
	Funding Sources: 244 - Carl D. Perkins: Federal - 0.00, 199 - General Fund: Local - 0.00, 199 - CTE: State - 0.00					
<p>Strategy 1.14 GT students will be identified and served through GT certified staff. The district will provide training for all certified staff to be up to date on GT certification.</p>	Academic Services	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.				
	Funding Sources: 199 - GATE: State - 0.00, 199 - General Fund: Local - 0.00					
<p>Strategy 1.15 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.</p>	Academic Services	Numbers of students per elementary & per secondary who attend summer school				
	Funding Sources: 199 - State Compensatory Ed (SCE): State - 0.00, 199 - General Fund: Local - 0.00, 244 - Carl D. Perkins: Federal - 0.00					
<p>Strategy 1.16 The district will increase online dual credit offering, as we continue to expand opportunities for students.</p>	Assistant Superintendent of Teaching, Learning, & Curriculum	Number of students taking dual credit courses. Total number of dual credit courses offered. Number of students passing dual credit courses.				
	Funding Sources: 199 - General Fund: Local - 0.00					

Strategy 1.17 The district will participate in a three and four year old Head Start Program for disadvantaged children. 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.	Academic Services	Number of students enrolled and served in the program Documentation of parent meeting and attendance				
	Funding Sources: 205 - Headstart - 0.00					
Strategy 1.18 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 Special Programs	Students participating and levels of success on each campus.				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 1.19 The district will provide support services (health, parent education, and academic interventions) to insure success of migrant students.	Academic Services	Number of Migrant Students ; Services Provided; Student Success				
	Funding Sources: 212 - Title I, Part C, Migrant - 0.00					
Strategy 1.20 EISD is a G-Suite for Education district. The district will provide training on implementation of new and differentiated instruction to all students and staff.	Technology Director	Number of technology training sessions held and attendance Number of Google Certified Staff.				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 1.21 The digital learning coaches will train or facilitate training for teachers at all campuses in strategies and programs to integrate technology into the classroom.	Digital Learning Coordinator	Training documentation and sessions offered /Monitoring of software use				
	Funding Sources: 199 - General Fund: Local - 0.00					
State System Safeguard Strategy Strategy 1.22 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.	Digital Learning Coordinator	Listing of software and hardware purchased; Software monitoring reports shared each 9 Weeks				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 1.23 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.	Assistant Superintendent of Teaching, Learning & Curriculum	Number of sessions and participants				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 1.24 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	Number of Upgrades				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 1.25 The district will continue implementation of mobile technology as per District Technology Strategic Plan.	Director of Technology; Digital Learning Coordinator	Mobile devices made available to students. Technology Strategic Plan checklist.				
	Funding Sources: 410 - IMA-Instructional Materials Allotment - 0.00, 199 - General Fund: Local - 0.00					
Strategy 1.26 The district will provide credit recovery (SOAR) for high school students.	Academic Services	Number of students enrolled in SOAR and completion rates for both				
	Funding Sources: 199 - State Compensatory Ed (SCE): State - 0.00					
Strategy 1.27 The Teen Parenting program will continue to assist students who are at risk of dropping out because of parenting responsibilities.	Academic Services	Number enrolled in classes and number graduating or "on track" to graduate				
	Funding Sources: 199 - General Fund: Local - 0.00					

Strategy 1.28 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.	Director of Post Secondary Readiness	Number of students accelerating to the next grade; Number of Horizons graduates				
	Funding Sources: 199 - State Compensatory Ed (SCE): State - 0.00					
Strategy 1.29 The district will provide instructional support through on-site targeted training and coaching support.	Director of Teaching, Learning, & Curriculum	Campus Data Talks				
	Funding Sources: 211 - Title I, Part A Improving Basic Program - 0.00, 199 - General Fund: Local - 0.00					
Strategy 1.30 The district will create and implement a Curriculum Management Plan.	Assistant Superintendent of Teaching, Learning, and Curriculum	EISD Curriculum Management Plan				
Strategy 1.31 Development of employee performance achievement program through badging system.	Digital Learning Coordinator	Badging System.				
Strategy 1.32 The district will develop CTE academies that will support pathways for students based on workforce and student needs.	Director of Post Secondary Readiness	Number of students enrolled in the program. Completion rate f students in the program.				
Strategy 1.33 The district will assist students, teachers, counselors, and parents with information about: Higher education admissions and financial aid opportunities; TEXAS grant program, Teach for Texas grants programs, Curriculum choices for student pathways through the development of resources.	Director of Post Secondary Readiness	Presentation, website resources, and parent information flyer's.				
						

District Goal 2: Provide and support high quality staff for all classrooms.


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

Performance Objective 1: For the 2017-2018 school year, using attendance incentives and a competitive salary schedule, the District will maintain an excellent faculty and staff through the effective recruitment and retention of quality teachers with a 90% or higher retention rate.

Evaluation Data Source(s) 1: Department of Human Services Retention Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Strategy 2.1 The district will recruit high quality teachers with priority given to teachers certified by the State Board for Educator Certification with a goal of 100% certified for each campus. Any campus not having 100% will replace teachers who do not become certified during the school year. Paraprofessionals will meet local testing requirements prior to hire and be certified through the State Board of Educator Certification during his/her first year.	Assistant Superintendent Human Services	Documentation of certified teaching staff; Documentation of successful testing in four required areas (instruction, writing, math, & reading) for paraprofessionals; and PBMAS report.				
	Funding Sources: 199 - General Fund: Local - 0.00, 211 - Title I, Part A Improving Basic Program - 0.00, 199 - State Compensatory Ed (SCE): State - 0.00, 263 - Title III, LEP - 0.00					
Strategy 2.2 The Pride newsletter will continue to be delivered to all EISD staff and will expand its current reach into the community. This bi-weekly communication will cover key events and news from the previous weeks and those upcoming, while highlighting achievements of our EISD students and staff.	Communications Officer	Documentation of delivery and archive				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 2.3 The district contribution to employees TRS insurance will be above the state minimum requirement.	CFO	% paid above the state minimum				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 2.4 The district will pay above the state base salary for teachers and will remain competitive with surrounding districts.	CFO	Difference in state minimum salary and Ennis ISD starting pay.				
	Funding Sources: 199 - General Fund: Local - 0.00, 224 - IDEA B, Formula (SpEd) - 0.00, 199 - State Compensatory Ed (SCE): State - 0.00, 211 - Title I, Part A Improving Basic Program - 0.00, 263 - Title III, LEP - 0.00					
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	Daily routes				
	Funding Sources: 199 - General Fund: Local - 0.00					

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: 199 - General Fund: Local - 0.00					
State System Safeguard Strategy 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.	Assistant Superintendent Human Services	Adjustments made to staffing patterns				
Strategy 2.8 District special program committees will meet at a minimum two times per year.	Assistant Superintendent of Teaching, Learning, & Curriculum	Agenda with sign in sheet.				
Strategy 2.9 A wall at Central Office entitled Lion Pride will be maintained to honoring personnel for superior accomplishments.	Superintendent	Display				
	Funding Sources: 199 - General Fund: Local - 0.00					
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.	Assistant Superintendent Human Services	Days shared by staff members.				
	Funding Sources: 199 - General Fund: Local - 0.00					
						


District Goal 3: Empower staff with resources to ensure student excellence.

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

Performance Objective 1: For the 2017-2018 school year, the district will maintain a Superior rating in School First by scoring 70-100 using the Financial Integrity Rating System of Texas.

Evaluation Data Source(s) 1: School First Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Strategy 3.1 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.	CFO	District budgets				
Strategy 3.2 The district will increase general revenue through the Medicaid for school reimbursement program (SHARS).	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.	Director of Special Programs	Programs supported by Federal dollars				
	Funding Sources: 211 - Title I, Part A Improving Basic Program - 0.00, 263 - Title III, LEP - 0.00					
Strategy 3.4 Grant funds will be pursued to support and enhance the educational program.	Assistant Superintendent of Teaching, Learning, & Curriculum	Number of grants attempted and received				
Strategy 3.5 The district will continue the use of VeriTime, an automatic time keeping system for all employees.	Assistant Superintendent of Human	Accurate documentation of per day/week/month hours				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 3.6 Internal control plans will be developed for all district funds.	CFO	Plan executed and followed; Decreased number of monetary issues				
						

District Goal 4: Provide a safe and secure learning environment, cultivating character and high expectations.

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 2017-2018 school year, the district will provide a safe and secure learning environment with a discipline plan that is fair, honest, and open and has high expectations for student behavior by 100% compliant on all safety components.

Evaluation Data Source(s) 1: District Policy/Procedures and Safety Audit
District PBIS

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Strategy 4.1 The district will provide online handbooks and the Student Code of Conduct to all students.	Assistant Superintendent of Human Services	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	Documentation of training Documentation of emergency drills on each campus				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 4.3 Alternative education settings (DAEP and ISS) will maximize student learning while correcting misbehavior.	Assistant Superintendent of Human Services	Documentation of referrals				
	Funding Sources: 199 - General Fund: Local - 0.00, 199 - State Compensatory Ed (SCE): State - 0.00, 199 - Special Education: State - 0.00, 224 - IDEA B, Formula (SpEd) - 0.00					
PBMAS Strategy 4.4 The district will develop behavior interventions through the PBIS structure for all students who may need these services.	Behavior Specialist	Documented PBIS campus plans				
	Funding Sources: 199 - Special Education: State - 0.00, 199 - General Fund: Local - 0.00, 224 - IDEA B, Formula (SpEd) - 0.00					
Strategy 4.5 Background checks will be run on all parent volunteers and college students wishing to observe in classrooms by the Department Human Services.	Assistant Superintendent of Human Services	Number of Volunteers approved for campus service; Number of college students completing observations				
	Funding Sources: 199 - General Fund: Local - 1000.00					

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	Number of trainings held; Documentation of certification				
	Funding Sources: 199 - General Fund: Local - 0.00					
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 state law. Secondary counselors will receive training in dating violence and will train staff through the use of varied delivery systems best suited for the campus.	Assistant Superintendent of Human Services	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	Documentation of opportunities and staff taking advantage of services.				
	Funding Sources: 199 - General Fund: Local - 0.00					
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	Dates of completed updates				
	Funding Sources: 199 - General Fund: Local - 0.00					
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.	Director of Special Programs	Documentation of training sessions				
	Funding Sources: 199 - General Fund: Local - 0.00					
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/parents who have continued excessive absences after parent notification in line with state law.	Chief of Police	# 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				
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.	Assistant Superintendent of Human Services	Lessened vandalism; increased security at check in points; Bus issues resolved by reviewing tapes				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 4.13 The district will maintain a plan for replacement of aging vehicles such as police vehicles, buses, and vehicles for teachers travel.	Executive Director of Student Services	Dates of Purchase				
	Funding Sources: 199 - General Fund: Local - 0.00					

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.	Academic Services	Date of Event held at district facility and number of families served				
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.	Assistant Superintendent Human Services	Materials on hand in case of an emergency				
	Funding Sources: 199 - General Fund: Local - 0.00					
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.	Academic Services	Number of immunizations given for immediate enrollment without wait for doctor or clinic appointment off site.				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 4.17 The district will provide information on prevention, identification, response to and reporting of bullying.	Assistant Superintendent of Human Services	District administrative procedures and incident data.				
PBMAS Strategy 4.18 The district will provide professional development to support district-wide PBIS implementation in campus climate, behavior supports, and classroom management.	Director of Special Programs	Campus PBIS data				
Strategy 4.19 The district will support the development of positive, character building, and goal setting to empower students in goal development and attainment for post secondary pathways.	Director of Post Secondary Readiness, Executive Director of Student Services	Graduation Rate, Participation in Post Student Pathways				
						

District Goal 5: Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.


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: For the 2017-2018 school year, using multiple media sources, 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 by increasing our social media followers and web site hits by 10%.

Evaluation Data Source(s) 1: Number of hits and number of followers

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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, mobile app, Twitter, Face Book, School Messenger, newspaper publications, Communications Officers publications, and campus newsletters.	Communications Officer	Number and quality of publications				
Funding Sources: 199 - General Fund: Local - 0.00						
Strategy 5.2 District will provide opportunities for community and parents to interact with staff through multiple events throughout the year.	Assistant Superintendent of Human Services	Occurrence; attendance; and number of parents attending				
Funding Sources: 199 - General Fund: Local - 0.00						
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.	Academic Services	Number of visitors to the parenting center				
Funding Sources: 211 - Title I, Part A Improving Basic Program - 0.00						
State System Safeguard Strategy 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	Occurrence, attendance, and total number of parents or community members attending				
Funding Sources: 211 - Title I, Part A Improving Basic Program - 0.00, 199 - General Fund: Local - 0.00						

Strategy 5.5 Evening classes will be offered for parents who would like to learn English or obtain their GED.	Academic Services	Number of participants; Dates of classes				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 5.6 The Ennis ISD Education Foundation will support Ennis ISD teachers and special projects in the coming year.	Communications Officer	Money awarded				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 5.7 The district will hold a Spring Student Showcase event for the community and parents.	Communication Officer	Date of event and number of participants				
	Funding Sources: 199 - General Fund: Local - 0.00					
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.	Director of Teaching, Learning & Curriculum	Log-in Summary				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 5.9 Counselors will provide comprehensive services on college or trade schools and career options.	Director of Special Programs	Number Participating in the events; Documentation of events				
	Funding Sources: 199 - General Fund: Local - 0.00					
Strategy 5.10 The district will continue to have an after school program @ Houston & Travis Elementary 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.	Assistant Superintendent of Teaching, Learning, & Curriculum; Principals	Student enrollment				
	Funding Sources: 199 - General Fund: Local - 0.00					
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.	Assistant Superintendent of Teaching, Learning & Curriculum	Administration will monitor logs.				
Strategy 5.12 Development the implementation of an online registration system for students for the 2018-19 school year.	Assistant Superintendent of Human Services	Registration of students online.				
Strategy 5.13 Development the implementation of a digital work-flow for HR procedures.	Assistant Superintendent of Human Services	Digital Work-flow plan				
						

District Goal 6: Provide high-quality facilities with an instructional focus.

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: For the 2017-2018 school year, District facilities and grounds will follow a maintenance plan and assess through monitoring of Maximo system of work order completion, to provide excellent facilities to students and staff with a completion rate of 90% in 72 hours.

Evaluation Data Source(s) 1: Maximo System Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 Human Services; Principals	Reports generated by the Eduphoria software				
Funding Sources: 199 - General Fund: Local - 0.00						
Strategy 6.2 The district will research the purchase of an electronic sign to be placed on the Central Office parking lot to communicate district events to the community and staff.	Assistant Superintendent of Human Services	Signage in place				
Funding Sources: 199 - General Fund: Local - 0.00						
Strategy 6.3 Paint and carpet will be replaced during summer maintenance projects at selected locations. and a rotation will be developed among campuses.	Assistant Superintendent of Human Services	Number and locations receiving carpet and paint.				
Funding Sources: 199 - General Fund: Local - 20000.00						
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.	Assistant Superintendent of Human Services;	Energy savings, documentation of replacements and repairs to HAVC and roofing.				
Funding Sources: 199 - General Fund: Local - 0.00						
Strategy 6.5 Repairs to the agriculture barns, the drainage, roads, and electricity at Ennis High School will continue to be updated.	Executive Director for Student Services	Evidence of project completion				
Funding Sources: 199 - General Fund: Local - 0.00						

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.	Assistant Superintendent of Human Services	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.	Assistant Superintendent of Human Services	Plan				
Strategy 6.8 Transformation of district libraries to address 21st Century student learning styles.	Digital Learning Coordinator	Agenda of planning meetings. Campus media center floor plans.				
Strategy 6.9 Develop a maintenance plan to address major projects in district.	Human Services and SODEXO	Maintenance Plan and Maximo				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

State System Safeguard Strategies

District Goal	Objective	Strategy	Description
1	1	1	Strategy 1.1 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	2	Strategy 1.2 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	4	Strategy 1.4 During the 2017 - 2018 school year, district will provide on-site trainings to support increase implementation of student centered instructional approaches in the classroom for core academic subjects (math, science, social studies, reading/writing) grades K-12.
1	1	5	Strategy 1.5 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	6	Strategy 1.6 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	7	Strategy 1.7 The district will continue to research and provide resource materials increase vocabulary competence and learning opportunities for LEP students.
1	1	10	Strategy 1.10 Students identified as "at risk" will be provided with intervention to improve their chances of academic success.
1	1	11	Strategy 1.11 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	22	Strategy 1.22 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.
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.
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.

Title I

Schoolwide Program Plan

EISD PROPOSED TITLE I PROGRAM - School Year 2017-18

USE OF FUNDS

The purpose of grant funds will be to meet at least one of the four Strategic Priorities, which will benefit student outcomes:

1. Recruiting, supporting, and retaining teachers and principals;
2. Building a foundation of math and reading;
3. Connecting high school to career and college; or
4. Improving low-performing schools

Activities include the following:

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

Paraprofessional Salaries

Teacher Salaries

Parental Involvement Liaison

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 transitioning from No Child Left Behind to the Every Student Succeeds Act. The Ennis ISD Title I Program in compliance includes set-aside funds for parental involvement. 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 2017-18, EISD campuses are ranked as follows (based upon PEIMS Data for 2016-2017 school year):

Carver ECC 78.10% - Schoolwide

Houston Elementary 80.92% - Schoolwide

Crockett ECC 77.94% - Schoolwide

Miller Intermediate 69.80% - Schoolwide

Lummus Intermediate 71.67% - Schoolwide

Bowie Elementary 66.67% - Schoolwide

Austin Elementary 67.77% - Schoolwide

Ennis Junior High 67.02% - Schoolwide

Travis Elementary 71.19% - Schoolwide

Ennis High School 62.10% - Schoolwide

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 - 5,857

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 2017-18 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 a 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.