

Ennis Independent School District
District Improvement Plan
2019-2020



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. Ennis is located in southeast Ellis County. District attendance zone lines extend into both Navarro and Henderson counties. The population is home to many children who live in rural areas balanced by healthy neighborhood populations throughout the town.

Ennis ISD serves 5,797 students from our three-year-old Head Start Program through grade 12. The District operates 10 campuses. Two campuses are designated Early Childhood Centers (Pre K - Kindergarten), four elementary campuses serve grades 1-3, two intermediate campuses serve grades 4-6, one junior high school for grades 7-8, and a high school campus for grades 9-12. The District also runs its own DAEP campus. The demographic breakdown of the students of Ennis ISD is as follows: 56.5% Hispanic, 28.6% white, 12.6% African American, and 2.3% of other races.

Ennis ISD is an open enrollment district in that it does except transfer students who do not live within the district's attendance zone. Transfer students are not required to pay tuition to attend Ennis ISD schools however they must complete transfer paperwork prior to their enrollment. All transfer students must be approved prior to their enrollment in Ennis ISD and their continued enrollment is reviewed annually.

The district serves a diverse population in several special programs: 12.6% of the student population is served in a Bilingual/ESL Program, 29.4% are in the Career and Technology Program, 7.8% in the Gifted and Talented Program, and 10.3% in the Special Education Program. The number of students served by the district's Special Education Department has seen an increase during the 2018-19 school year. This is due largely to efforts correct the arbitrary cap set by the TEA which resulted in a series of legal challenges and judgements against the state.

Of the 392 teachers in the district, 79% are female and 21% male. 46.3% of the staff have 10 years or more experience. 8.8% of the staff is new to the profession and 26.6% of teachers in the district have between 1 and 5 years of experience. 84.5% of the district's teaching staff is White while 4.2% are African American and 9.7% are Hispanic. The average years of experience for administrators in the district is 18 years and the average years of experience for teaching staff is 12.1 years.

The City of Ennis' population (as of 2017) is 19,261 which ranks third behind Midlothian (2nd) and Waxahachie (1st). Ennis is home to several industrial plants that employ over 4000 workers in more than 40 different industries. Economic development is a priority for the city. Traditionally, a community with a rich Czech heritage, Ennis' Hispanic population continues to grow relative to other groups. As reflected in the District's population of English learners, there are many residents who's primary language is Spanish.

The District is dedicated to offering the best education at all 10 of its campuses focusing on student achievement for all students. EISD educators are highly

qualified and work to ensure all students have the best resources and instruction to succeed. The District has a long tradition of success and continues building excellence so that all students are college and career-ready when they graduate from EISD schools.

Demographics Strengths

The overall student population of EISD has been stable, characterized by slow growth, with a total number of students increased by a few percentage points over the past decade. The student population of Ennis ISD is diverse which provides students the opportunity to learn and grow with others across the economic and racial/ethnic spectrum. The district is fortunate to enjoy broad support from parents and community members.

The community has seen increased development and construction of both multi-family housing and single family homes over the past 2 years.

The city of Ennis is in the process of a planned renewal of its historic downtown as well as the addition of several new businesses which have begun construction along the city's I 45 corridor.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to the specific needs of a large economically disadvantaged population the academic readiness and exposure can potentially impact student learning. **Root Cause:** EISD student population consist of 71% economically disadvantaged.

Problem Statement 2: The District's staff does not come close to mirroring the student population in terms of racial and ethnic diversity. **Root Cause:** Lack of applicants for available positions.

Problem Statement 3: The District continues to struggle to establish business and industry partnerships in order to provide real world experiences for students who are served in the CATE program and who are not planning to attend college. **Root Cause:** A lack of established partnerships.

Student Academic Achievement

Student Academic Achievement Summary

The district has added Renaissance diagnostic testing in math and reading through the 9th grade to help identify areas of needed improvement as the year progresses. Teachers track the growth of their students and intervene when necessary. In future years classroom teachers will have access to cumulative years of data which will help identify how to close the learning gaps with individual students.

The district is working to increase teacher proficiency in using formative assessments for k-12 classrooms and has provided professional development with Lead4ward to that end. Instructional coaches work with teachers to help them implement the tools that Lead4ward provides.

The district has experienced some improvement in performance on STAAR. Over the past three years, the performance of the district has been competitive with the state and region in “Approaches Grade Level” (passing standard). For the 2019-2020 school year, the District outperformed the state in 9 of 22 tests, performed as well as the state on 3 of the 22 tests, and performed a lower rate on 10 of the 22 tests. The three tested areas which show the most discrepancy between the state and the District are 7th grade reading (9%), 7th grade writing (14%), and Algebra I (10%). The campuses developed focused action plans to address areas that are not progressing at a steady rate. Increasing student achievement at the meets and the master level is a district priority.

Over the past few years, the district has had multiple campuses earn Distinction Designations. One campus has earned all Distinction Designations for two consecutive years. In 2015-2017, three out of four elementary campuses achieved the “Top 25% for Closing the Performance Gap” and the “Top 25% for Student Growth” distinctions.

Student Academic Achievement Strengths

STAAR performance at the “Approaches Grade Level” is above or competitive with state and region. 2018 Grade 3 STAAR scores saw significant improvement for both Math and Reading in the approaches grade level or passing level. Grade 5 Math scores were also strong showing increases in scoring in the approaches, meets, and masters grade level categories. The junior high campus earned a math distinction in 2018 and the district math scores are above the state and region in "Meets Grade Level".

The district has seen increased performance in AP exams over the last 6 years and is slowly gaining on the state scores.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The district performance at the meets and masters level is below state and region. **Root Cause:** Teacher's content knowledge does not include alignment between objectives and formative assessments or the understanding of tasks and complexity levels of instruction needed to achieve meets and masters levels on STAAR.

Problem Statement 2: Differentiated instruction is needed for student populations that have specialized language and learning needs. **Root Cause:** The district has experienced growth in those student populations and has not had sufficient staff or training to meet their needs.

District Processes & Programs

District Processes & Programs Summary

Students in Ennis ISD are served by a number of specialized programs related to student needs. 71% (2017 PEIMS) of students are served by the free/reduced price lunch program, and 42% met the criteria of “At Risk”. The number increases at Ennis High School to 49% At Risk. Of the student population, 13% are English Language Learners (ELL), served by Bilingual or English as a Second Language (ESL) programs. Currently, 10 % are served through special education (Sped), 8% through Gifted and Talented (GT), 10% through Response to Intervention (RTI), 10% through 504 services, 6% through Dyslexia Therapy (DT).

Improving the district's performance in the area of CCMR indicators is a priority. In 2017 the district filled two new positions related to CCMR with the addition of a Director of Post Secondary Readiness and an Academic Advisor. Both positions were filled and each began work in the fall of 2017. Ennis High School is a TSI testing site as well as a testing site for the SAT and the ACT. The district adopted a testing protocol in 2017 that provides district funds for students to take the ACT or the SAT at no cost. The district also provides funding to supplement the cost of AP exams, PSAT, and PLAN tests.

The Academic Response to Intervention program serves students in grades K - 12. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. The specific services provided for students on Tiers 2 and 3 are outlined in the district Response to Intervention Manual, which is updated annually to reflect programmatic changes. The district has four dyslexia therapist that serve students in grades 1 - 8. The services for this program operate under 504 services when appropriate and are guided by the District’s Dyslexia Therapy Plan.

In regards to personnel and recruiting efforts, Ennis ISD has expanded its efforts to attract and retain highly qualified teachers. The Human Services department coordinates the recruiting efforts at numerous job fairs locally and across the state. During 2018-19, the district expanded its recruiting reach by sending district level staff to the Rio Grande Valley to recruit. The location of Ennis to the Dallas Fort Worth metroplex is both a blessing and a curse as it relates to the recruitment of teachers. Within the region, EISD must compete with neighboring district salary schedules, housing opportunities, and proximity to the metroplex. EISD offers a competitive salary and benefits package as well as a matching 403B/457 program (TERRP). Classroom teachers are also eligible for quarterly and annual perfect attendance incentives. All Ennis ISD staff have received an annual retention incentive of \$600 the past two years. For the 2019-2020 school year, Ennis ISD will offer WelVia (a no deductible, mobile office visit service) to all employees at no cost to them.

District Processes & Programs Strengths

EISD has an established new teacher mentoring program for teachers new to the profession. Mentor teachers receive annual training and are required to provide ongoing support to their mentee's. District level staff including instructional coaches and principals as well as the Ex. Director of Learning and Leadership provide training throughout the year on a variety of relevant topics such as classroom management, special education requirements, and establishing positive teacher/parent partnerships.

The assignment of subject area and grade cluster instructional coaches provide Ennis ISD teachers with a variety of supports. Instructional Coaches also provide critical curriculum support in the form of subject area pacing guide creation, evaluation and training for new TEKS, professional development, data disaggregation and evaluation, unit test creation, and a host of other duties. Instructional Coaches also provide key support to campus administrators regarding student performance and plans for improvement.

The district's provision of two additional personnel units related to CCMR initiatives was a significant investment towards improving student outcomes for this accountability domain.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Teacher recruitment is a challenge for Ennis ISD, especially at the secondary and bilingual/ESL certified instructional staff. **Root Cause:** Lack of certified secondary & bilingual/ESL candidates.

Problem Statement 2: Ennis High School students do not have a high passing rate on the TSI exam for both reading and mathematics. **Root Cause:** Lack of understanding of the demands of the test by both students and teachers.

Perceptions

Perceptions Summary

The district conducts business with guidance from the District Core Beliefs. The district values the input of students, parents, and staff. The District-wide Educational Improvement Council serves as a voice for the community and staff. The superintendent facilitates Student Advisory Councils with Ennis High School and Ennis Junior High in order to receive student feedback regarding how the district can better serve them and what they need from their teachers and administrators. The district leaders are involved in community committees, clubs, and events. Ennis ISD has a culture of giving. EISD employee supports the local United Way as the largest nonprofit organization. The district also partners with other student support organizations such as Give A Kid A Chance (Back to School - School Supplies and weekly Lions Cubs weekend food program), Ennis Noon Lions Club (eye glasses), Salvation Army (Angel Tree), and the Boys and Girls Club of Ennis. Currently two elementary campuses serve as B&G sites.

The district has an overall attendance rate of 95.8% according to the most recent TAPR data. Attendance has been an area of emphasis for the past two school years as even though the rate of 95.8% is slightly higher than the state average, it is slightly below that of the region. Additionally, ADA is an indicator that affects multiple campus distinctions. Regarding student behavior, the district has worked diligently over the past decade to address concerns related to over-representation of different groups assigned to ISS, OSS, and DAEP. Campus and district administrators have reviewed PBMAS data annually and have addressed sub group discipline rates as required by the DVM process. In 2018-2019, the district was not required to review its PBMAS/DVM data for the first time in over 10 years. District administrators utilize the Walsh, Gallegos, Trevino, Russo & Kyle Bullying tool kit when investigating claims of bullying or harrasment.

All campuses are involved in the Positive Behavior Initiative. PBIS is designed to improve the culture, climate, and communication on campuses. Common language and expectations are established through Guidelines for Success at each campus. A district level intervention specialist serves as the district level lead and training contact for the district's PBIS program.

The district had an overall turnover rate of 22% in 2017-2018 compared to 16% for the state according to the 2018 TAPR report. A change in the leadership of the athletic department had a significant impact on turnover at the high school level.

Perceptions Strengths

Ennis ISD has a history of working with community groups who support and serve its students. Ennis schools, particularly those serving grades PreK - 3 enjoy strong parental support. The district is proactive regarding its communication with its community as evidenced by a district wide communications survey that was initiated in April 2019.

Student attendance rates are strong and attendance is a priority across the district.

The district has a competitive retention program as well as attendance and retention incentives for its staff. The district also provides a sick bank benefit to employees in the event of serious illness or injury to them or their a member of their immediate family.

Ennis ISD values and supports the use of technology in the classroom. EISD is a 1:1 district for grades 5-12. Classrooms are equipped with interactive white boards across the district. The district has made a significant investment in digital resources for students and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Across grade levels, parental involvement is not high. **Root Cause:** Parents lack the time to invest in groups such as PTO.

Problem Statement 2: Ennis ISD teacher turnover rate is higher than the state average. **Root Cause:** Coaching changes and secondary teaching shortages across the state exacerbate this issue.

Problem Statement 3: The district's PBIS model is not consistently implemented on all campuses. **Root Cause:** Inconsistent implementation and lack of staff buy in.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Accountability Distinction Designations
- Federal Report Card 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

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Dyslexia 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- 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 2019-2020 school year while increasing designated special populations (LEP, AA, SPED, ECO DIS, Meets Grade Level) by 3% in all subjects all students.

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

Summative Evaluation 1:


High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Strategy 1.1.1 The district will continue to support the Texas Essential Knowledge and Skills as a viable district-wide curriculum. Research-based resources including TEKS Resource System will be used to support.	Executive Director of Learning & Leadership Services	Seamless instruction as evidenced by class room walk-throughs; Improved STAAR scores; Improvement of achievement in subgroups				
Funding Sources: 199 - General Fund: Local - 0.00						
Strategy 1.1.2 Teachers will participate in purposeful planning through campus PLCs for PreK-12 and will implement the non-negotiable TRS curriculum in all core area classrooms grades K-12. All core teachers will use the TRS unit exams for evaluation of student learning.	Executive Director of Learning & Leadership Services Campus Principals	Campus walkthroughs; TRS Unit Assessment Data				
Funding Sources: 199 - General Fund: Local - 0.00, 211 - Title I, Part A Improving Basic Program - 0.00						
Strategy 1.1.3 Data Talks, meaningful meetings, will be conducted at the district and campus level to analyze current campus and student data to guide next steps for instructional practices in the classroom.	Executive Director of Learning & Leadership Services	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						

Strategy 1.1.4 The district will provide on-site trainings to support increased implementation of student-centered instructional approaches in the classroom for core academic subjects (math, science, social studies, reading language arts) grades PreK-12.	Executive Director of Learning & Leadership Services	Instructional observations and walkthroughs				
Funding Sources: 199 - Special Education: State - 0.00, 224 - IDEA B, Formula (SpEd) - 0.00, 199 - General Fund: Local - 0.00, 270 Title V Rural & Low Income School - 22799.81						
Strategy 1.1.5 The district will continue to refine inclusive models of instruction throughout the district adapting to the needs of the student.	Director of Special Education	Number of students served in inclusive settings on Annual PBMAS report				
Funding Sources: 199 - General Fund: Local - 0.00						
Strategy 1.1.6 Limited English Proficient students will receive targeted instruction at each campus to improve their level of English proficiency on the IPT oral language tests and their reading, listening, speaking, and writing ability ratings on the TELPAS. Through support with English proficiency and academics, LEP students will improve scores on state assessments by at least 3% in subject areas tested. Teachers and administrators will be trained in Sheltered Instruction strategies for ELs.	Executive Director of Learning & Leadership Services	PBMAS indicators; Number of students successfully exiting the program				
Funding Sources: 263 - Title III, LEP - 0.00, 199 - General Fund: Local - 0.00						
Strategy 1.1.7 Professional learning for staff will include strategies to reach diverse learners' needs, including LEP, SPED, GT, Dyslexic, and struggling students. This will include instructional strategies for language acquisition and vocabulary development for LEP students.	Director of Special Programs Executive Director of Learning & Leadership Services	Increased scores on TELPAS; Increased scores on state assessments; PBMAS data				
Funding Sources: 263 - Title III, LEP - 0.00, 199 - General Fund: Local - 0.00						
Strategy 1.1.8 EISD staff will use multiple measures to make instructional decisions to meet students' needs. They will utilize data from assessments, including but not limited to, Aware, Naviance, RenStar, TRS Unit Tests, STAAR, Skyward, College Board, DRA, Performance Assessments, and student work.	Executive Director of Learning and Leadership Services Director of Post-Secondary Readiness	Full implementation of the software program and training sessions				
Funding Sources: 199 - General Fund: Local - 0.00, 211 - Title I, Part A Improving Basic Program - 0.00, 263 - Title III, LEP - 0.00						
Strategy 1.1.9 Students identified as "at risk" will be provided with intervention to improve their chances of academic success.	Executive Director of Learning and Leadership Services Campus Principals	Types of Intervention Sessions; # of Students Served; quality instructional resources, small group intervention.				
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						
Strategy 1.1.10 Reading Interventionists (assisted by the Reading Intervention Paraprofessionals at PreK - 3) and Dyslexia Therapists will provide specialized reading instruction at every campus to assist students who are identified as at risk due to poor reading skills or dyslexia. Instructional Coaches and Reading Specialists will provide support and training to identified teachers.	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						

Strategy 1.1.11 The district will implement Response to Intervention (RtI) for students at risk of academic failure. Administrators, counselors, and teachers will use eStar as a software management system. Student support teams (CARE teams) at each campus will document interventions electronically.	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					
TEA Priorities Connect high school to career and college Strategy 1.1.12 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. Dual credit CTE opportunities will be furthered through Institutes of Higher Education.	CATE Coordinator	Documentation of personnel Number of students enrolled in classes; Certifications offered/earned				
	Funding Sources: 244 - Carl D. Perkins: Federal - 0.00, 199 - General Fund: Local - 0.00, 199 - CTE: State - 0.00					
Strategy 1.1.13 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.	Executive Director of Accountability and Compliance	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					
Strategy 1.1.14 Summer school will be provided for students who are LEP in PreK-K, for students meeting SSI criteria in grades 5 and 8, and for acceleration at EHS.	Executive Director of Accountability and Compliance	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					
Strategy 1.1.15 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 have a booth at Showcase to provide parents with information on Pre-K and Head Start.	Executive Director of Accountability and Compliance	Number of students enrolled and served in the program; Documentation of parent meeting and attendance				
	Funding Sources: 205 - Headstart - 0.00					
Strategy 1.1.16 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 1.1.17 The district will provide support services (health, parent education, and academic interventions) to insure success of migrant students. The district is a member of ESC 10 Migrant services.	Executive Director of Accountability and Compliance	Number of migrant students; Services provided; Student success				
	Funding Sources: 212 - Title I, Part C, Migrant - 0.00					
Strategy 1.1.18 EISD will use LMS to assist staff in the utilization of mobile devices. EISD is a G-Suite for Education district. The district will provide training on programs used such as Google, Canvas, etc.	Technology Director	Number of technology training sessions held and attendance; Number of Google certified staff; Badges earned in Canvas				
	Funding Sources: 199 - General Fund: Local - 0.00					

Strategy 1.1.19 Digital learning will facilitate training for teachers at all campuses in strategies and programs to integrate technology into the classroom and differentiate instruction for students.	Digital Learning Coordinator	Training documentation and sessions offered /Monitoring of software use				
Funding Sources: 199 - General Fund: Local - 0.00						
Strategy 1.1.20 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; Monthly usage reports will be shared with campus principals and Director of Learning and Leadership.				
Funding Sources: 199 - General Fund: Local - 0.00						
Strategy 1.1.21 The district will continue implementation of mobile technology as per District Sustainability Plan.	Director of Technology	Mobile devices made available to students; Technology Sustainability Plan				
Funding Sources: 410 - IMA-Instructional Materials Allotment - 0.00, 199 - General Fund: Local - 0.00						
Comprehensive Support Strategy Strategy 1.1.22 Credit Recovery self- paced program will be offered. Programs such as, but not limited to, APEX will be used.	Executive Director of Accountability and Compliance	Number of students enrolled and completion rates in SOAR				
Funding Sources: 199 - State Compensatory Ed (SCE): State - 0.00						
Strategy 1.1.23 The Teen Parenting program will continue to assist students who are at risk of dropping out because of parenting responsibilities.	Executive Director of Accountability and Compliance	Number enrolled in classes; number graduating or "on track" to graduate				
Funding Sources: 199 - General Fund: Local - 0.00						
Strategy 1.1.24 The district will provide a high school program of choice for at risk students in grades 7-12. This will assist students who are behind or not age appropriate for their grade which will help to prevent them from dropping out and maintain age appropriate settings for the students in-cooperating Career Reading assessments and prep opportunities.	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						
Targeted Support Strategy Strategy 1.1.25 The district will provide instructional support through on-site targeted professional learning, job embedded professional learning, PLCs, and coaching support with Instructional Coaches.	Executive Director of Learning and Leadership Services	Campus data talks; IC side-by-side coaching; classroom observations; PLC minutes				
Funding Sources: 211 - Title I, Part A Improving Basic Program - 0.00, 199 - General Fund: Local - 0.00						
Strategy 1.1.26 The district will complete and implement the Curriculum Management Plan.	Executive Director of Learning and Leadership Services	EISD Curriculum Management Plan				
Funding Sources: 199 - General Fund: Local - 1500.00						
Strategy 1.1.27 Provide opportunities for staff to earn badges by setting up procedures for staff to request and earn badges Ad Hoc for digital and embedded professional learning.	Digital Learning Coordinator	Badging system				

<p>TEA Priorities Connect high school to career and college</p> <p>Strategy 1.1.28 Provide CTE academy and course pathways to develop the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p>	CATE Coordinator	Number of students enrolled in the program; Completion rate of students in the program				
	Funding Sources: 199 - CTE: State - 160000.00					
<p>TEA Priorities Connect high school to career and college</p> <p>Strategy 1.1.29 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. Full implementation grades 6-12 with post secondary resources and opportunities. District will utilize programs such as Naviance.</p>	Director of Post-Secondary Readiness, Academic Advisor	Presentation, website resources, and parent informational flyers				
	Strategy 1.1.30 Provide training to staff on identifying, evaluating, and modeling best practices for technology and integration as a learning tool.					
<p>1.1.31 Continue to redesign early exit transitional program to meet the needs of EL learners.</p>	Digital Learning Coordinator	Increased student performance on formative and summative assessments				
	Executive Director of Learning and Leadership Executive Director of Accountability and Compliance	PBMAS indicators; Number of students successfully exiting the program				
Funding Sources: 199 - General Fund: Local - 0.00, 199 - Bilingual/ESL: State - 0.00, 263 - Title III, LEP - 0.00						
						




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 2: The goal of the High School Allotment is to support academically rigorous course work, advanced academic opportunity, preparation for college readiness, and improve student achievement in high school. For the 2019-2020 school year implementation of district strategies, EISD will maintain 95% or higher percentage of students graduating from high school; enrollment in advanced courses will increase by 3%, and percentage of College, Career, & Military Ready (CCMR) will achieve 85% or higher.

Evaluation Data Source(s) 2: Class roster, course offerings, MOU with IHE, student transcripts.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Strategy 1.2.1 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. Secondary campuses will use the AVID organizational strand.	Director of Post-Secondary Readiness	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				
Funding Sources: 199 - High School Allotment: State - 0.00						
Strategy 1.2.2 The district will increase face-to-face and online dual credit opportunities. The district will expand partnerships with Institutes of Higher Learning to provide these opportunities for students.	Director of Post-Secondary Readiness	Number of: (A) dual credit courses offered (B) students taking dual credit courses (C) Number of students passing dual credit courses (D) Partnerships developed with IHE				
Funding Sources: 199 - General Fund: Local - 0.00, 199 - High School Allotment: State - 0.00						
Strategy 1.2.3 The district will increase the number of Advanced Placement opportunities while increasing student involvement in current Advanced Placement courses.	Director of Post-Secondary Readiness	Number of students enrolled in advanced placement classes. Increase offerings of advanced placement courses.				
Funding Sources: 199 - General Fund: Local - 0.00, 199 - High School Allotment: State - 0.00						
1.2.4 The district will update its current Gifted and Talented Plan to meet the requirements of the state's new guidelines upon their adoption. A committee of teachers, administrators, and parents will work together to complete this process.	Exec. Director of Accountability and Compliance, Exec. Director of Learning and Leadership, District GATE Coordinator.	The District's revised GATE Plan will be reviewed and published.				



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.



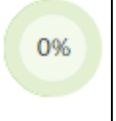




Performance Objective 1: For the 2019-2020 school year, using attendance incentives and a competitive salary schedule, the District will maintain an excellent faculty and staff through the effective recruitment and retention of quality teachers with a 90% or higher retention rate.

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 of 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; number of participants				
Funding Sources: 199 - General Fund: Local - 0.00						
Comprehensive Support Strategy Strategy 2.7 Leadership will review personnel at each campus and make adjustments to improve academic services to students.	Assistant Superintendent of Human Services	Adjustments made to staffing patterns				
Strategy 2.8 District will continue to utilize advisory councils for special programs input. Councils will meet at a minimum two times per year.	Executive Director of Accountability and Compliance, Executive Director of Learning and Leadership Services, Director of Special Education	Agenda with sign in sheet				
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 of Human Services	Days shared by staff members				
Funding Sources: 199 - General Fund: Local - 0.00						
Strategy 2.10 The district will partnership with community to promote EISD.	Assistant Superintendent of Human Services	EISD brochures and communications; Broaden reach of qualified employees				
Strategy 2.11 Implement recruiting process to meet the needs of EISD.	Assistant Superintendent of Human Services	Increased recruitment of qualified experienced staff				
2.12 The District will investigate and implement the use of Peach Jar (digital flyer/distribution system).	Communications Department	Implementation of Peach Jar. Number of digital flyers distributed at the district and campus level.				
TEA Priorities Recruit, support, retain teachers and principals 2.13 The District will add Wellvia as a benefit for all employees beginning in September 2019. Wellvia will be provided to all district staff at no cost to employees.	CFO	Increased staff attendance due to reduced time off for personal or family illness.				
TEA Priorities Recruit, support, retain teachers and principals 2.14 Organize Human Resources administrative process into a single location/document.	Assistant Superintendent of Human Services.	Consistency of hiring and personnel decision making decisions.				

TEA Priorities Recruit, support, retain teachers and principals 2.15 The district will implement a paperless onboarding process for all new employees through Talent Ed program.	Assistant Superintendent of Human Services, HR Specialist	Reduced paper work and improvement of timeliness and security of personnel documents.				
	Funding Sources: 199 - General Fund: Local - 4000.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						





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 2019-2020 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 continue to produce general revenue through the Medicaid for school reimbursement program (SHARS).	CFO	District will continue to work with Houston Medicaid services and maintain revenue.				
Strategy 3.3 Federal funds will be utilized to support instructional programs provided to students and staff development training for professional staff by involving the District Departments in the decisions for expenditures. Focus on coordination of fund sources for all activities.	Director of Special Programs	Programs supported by Federal dollars. List items to be expected to be supplemental funded for 2019-2020.				
Funding Sources: 211 - Title I, Part A Improving Basic Program - 0.00, 263 - Title III, LEP - 0.00						
Strategy 3.4 The district will continue the use of VeriTime, an automatic time keeping system for all employees.	Assistant Superintendent of Human Services	Accurate documentation of per day/week/month hours				
Funding Sources: 199 - General Fund: Local - 0.00						
Strategy 3.7 Continue to update Procedures Manual and work with district leaders on the process.	CFO	Plan executed and followed				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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 2019-2020 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					
Strategy 4.4 The district will develop behavior interventions through the PBIS structure for all students who may need these services.	Director of Special Programs	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					

<p>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.</p>	<p>Assistant Superintendent of Human Services</p>	<p>Number of Volunteers approved for campus service; Number of college students completing observations</p>				
<p>Funding Sources: 199 - General Fund: Local - 1000.00</p>						
<p>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.</p>	<p>Executive Director of Accountability and Compliance</p>	<p>Number of trainings held; Documentation of certification</p>				
<p>Funding Sources: 199 - General Fund: Local - 0.00</p>						
<p>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.</p>	<p>Assistant Superintendent of Human Services</p>	<p>Documentation of training in Eduphoria</p>				
<p>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.</p>	<p>Executive Director of Accountability and Compliance</p>	<p>Documentation of opportunities and staff taking advantage of services</p>				
<p>Funding Sources: 199 - General Fund: Local - 0.00</p>						
<p>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.</p>	<p>Executive Director of Accountability and Compliance</p>	<p>Dates of completed updates</p>				
<p>Funding Sources: 199 - General Fund: Local - 0.00</p>						
<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>Director of Special Programs</p>	<p>Documentation of training sessions</p>				
<p>Funding Sources: 199 - General Fund: Local - 0.00</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/parents who have continued excessive absences after parent notification in line with state law.</p>	<p>Chief of Police</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>				

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.	Executive Director of Accountability and Compliance	Date of Event held at district facility; Number of families served				
Strategy 4.15 The district will maintain a safety plan for each classroom and campus The district will implement the Standard Response Protocol (SRP) as provided by the Texas School Safety Center. Staff will be trained on SRP.	Assistant Superintendent of Human Services	Materials on hand in case of an emergency				
Funding Sources: 199 - General Fund: Local - 0.00						
Strategy 4.16 The District will work with Healthy Schools to provide flu vaccines to students (with parental permission) in the fall of 2019 as well as an immunization clinic in April of 2020.	Executive Director of Accountability and Compliance	Number of immunizations given for immediate enrollment without wait for doctor or clinic appointment off site				
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				
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, CCMR Advisor	Graduation Rate, Participation in post secondary student pathways				
4.20 The District maintains, and monitors a Tip Line in order for students, staff, parents, or community members to report concerns anonymously to campus principals and EISD Police. This is in direct alignment with the EISD "See Something, Hear Something, Say Something" campaign.	EISD Police Department, Campus Principals, Communications Officer	Safe and Secure campuses and a safe and and secure district.				

4.21 EISD uses an advanced weather warning system for Lion Memorial Stadium and the surrounding practice and playing fields.	Athletic Director, Athletic Trainers, Principal(s), EISD PD	Safety of Students - The ability to accurately detect lightening and take appropriate precautions for student, staff, and visitor safety.				
4.22 EISD will maintain and review its plan for the maintenance, replacement, upgrades of existing cameras throughout the district.	Director of Technology, Assistant Superintendent of Human Services, EISD Police Chief	Reduced incidents of criminal behavior on EISD Facilities.				
4.23 EISD will utilize the Standard Re-unification Method (SRM) as a part of the I Love You Guys Foundation SRP program for incidents of school violence or other emergencies. District officials will conduct training, a table top drill, and a live action drill on the SRM.	Assistant Superintendent of Human Services, Executive Director of Accountability and Compliance, EISD Chief of Police	The development of an organized system of student-parent/family re-unification in the event of an emergency.				
4.24 EISD Guidance Department and EISD Police will develop guidance lesson material to teach and promote the EISD "See something, Hear Something, Say Something" campaign.	EISD Police, Executive Director of Accountability and Compliance, Assistant Superintendent of Human Services	Students will understand the need to alert someone in the event a threat is made. Safety of students and staff is the ultimate desired outcome.				
4.25 District administration will evaluate the current camera "coverage" areas and determine placement of additional units throughout the district.	Assistant Supt. of Human Services, EISD PD, Technology Director	Increased camera coverage and reduction of criminal activity.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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.






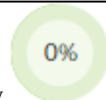

Performance Objective 1: For the 2019-2020 school year, using multiple media sources, the District will improve communication with and to parents, community members, and all other interested parties to build relationships that will improve and strengthen the quality of our schools by increasing our social 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 The Communications Department will review and update the District's Website as needed during Summer 2019.	Communications Officer	Reviewed and Revised EISD Website. Survey Feedback (Spring 2020)				
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						
TEA Priorities Build a foundation of reading and math	Executive Director of Accountability and Compliance	Number of visitors to the parenting center				
Strategy 5.3 The Parenting Resource Center located at the Alamo Education Complex (for more accessibility by parents and community) will be staffed 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.		Funding Sources: 211 - Title I, Part A Improving Basic Program - 0.00				

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.	Executive Director of Accountability and Compliance, Director of Special Education	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.	Executive Director of Accountability and Compliance	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. In addition - the district will conduct an employee contribution drive in August 2019.	Communications Officer	# and amount of grants awarded, Total of employee contributions raised through payroll deduction drive (August 2019)				
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 Skyward Family Access will be 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 Human Services, Director of Technology	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 Postsecondary Readiness	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 and will add two additional school sites at Bowie and Austin Elementary for students in grades K-3. This will be a joint venture between the district and the Boys and Girls Clubs.	Executive Director of Accountability and Compliance, 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.	Executive Director of Accountability and Compliance	Administration will monitor logs				
Strategy 5.12 Implementation of an online registration system for students.	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				
5.14 The district will investigate the implementation of an alert app for use across all campuses to be used in the event of an emergency situation.	EISD PD, Asst. Supt. of Human Services	Improved safety and response time in the event of an emergency.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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: During the 2019-2020 school year, the district's facilities and grounds crews will provide excellent facilities for students and staff and will follow a maintenance plan that assesses and monitors work order response 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 review its maintainance, grounds and custodial contract and evaluate proposals from multiple vendors to serve this function for Ennis ISD.	Director of Maintenance and Operations Assistant Superintendent of Human Services Principals	Improved performance comensurate with the cost of the service.				
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 Repair related to the drainage, parking lot, and roads at Ennis High School will take place during summer of 2019.	Assistant Superintendent of Human Services, 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 6.9 Develop a maintenance plan to address major projects in district.	Assistant Superintendent of Human Services SODEXO	Maintenance plan and Maximo				
						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Valek	Instructional Coach	Instruction Support	1.0
Barbara Miller	Instructional Coach	Instruction Support	1.0
Buddie Mahone	Dyslexia Therapist	Dyslexia Intervention	1.0
Candace Bennett	Instructional Support	Instruction Support	1.0
Crystal Tisdale	Instructional Coach	Instruction Support	1.0
Cynthia Honza	Instructional Coach	Instruction Support	1.0
Dena Rendon	Dyslexia Therapist	Dyslexia Intervention	1.0
Jennifer Doherty	Dyslexia Therapist	Dyslexia Intervention	1.0
Jennifer Kapavik	Dyslexia Therapist	Dyslexia Intervention	1.0
Jodi Schleter	Instructional Coach	Instruction Support	1.0
Kim Axtell	Instructional Coach	Instruction Support	1.0
Molly Adams	Instructional Coach	Instruction Support	1.0
Naomi Chapa	Instructional Coach	Instruction Support	1.0
Nathan Moyer	Instructional Coach	Instruction Support	1.0
Rhonda Murasak	Instructional Coach	Instruction Support	1.0
Sara Jakubik	Instructional Coach	Instruction Support	1.0

Campus Funding Summary

199 - General Fund: Local					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region X, TRS Management System		\$0.00
1	1	2	Time, Eduphoria AWARE		\$0.00
1	1	3			\$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	13			\$0.00
1	1	14			\$0.00
1	1	16			\$0.00
1	1	18			\$0.00
1	1	19			\$0.00
1	1	20			\$0.00
1	1	21			\$0.00
1	1	23			\$0.00
1	1	25			\$0.00
1	1	26			\$1,500.00
1	1	31			\$0.00
1	2	2			\$0.00

1	2	3			\$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	15	Software		\$4,000.00
3	1	4	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		\$1,000.00
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
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			\$20,000.00
6	1	4			\$0.00
6	1	5			\$0.00
Sub-Total					\$26,500.00

199 - Bilingual/ESL: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	31			\$0.00
Sub-Total					\$0.00

199 - CTE: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			\$0.00
1	1	28			\$160,000.00
Sub-Total					\$160,000.00

199 - GATE: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			\$0.00
Sub-Total					\$0.00

199 - State Compensatory Ed (SCE): State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Personnel, buses, time		\$0.00
1	1	14			\$0.00
1	1	22			\$0.00
1	1	24			\$0.00
2	1	1			\$0.00
2	1	4			\$0.00

4	1	3			\$0.00
Sub-Total					\$0.00
199 - High School Allotment: State					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
Sub-Total					\$0.00
199 - Special Education: State					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	11			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
205 - Headstart					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A Improving Basic Program					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	25			\$0.00
2	1	1			\$0.00

2	1	4			\$0.00
3	1	3			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
Sub-Total					\$0.00
212 - Title I, Part C, Migrant					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17			\$0.00
Sub-Total					\$0.00
224 - IDEA B, Formula (SpEd)					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	9			\$0.00
1	1	11			\$0.00
2	1	4			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
244 - Carl D. Perkins: Federal					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			\$0.00
1	1	14			\$0.00
Sub-Total					\$0.00
263 - Title III, LEP					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Data in AWARE		\$0.00
1	1	7			\$0.00

1	1	8			\$0.00
1	1	31			\$0.00
2	1	1			\$0.00
2	1	4			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00
410 - IMA-Instructional Materials Allotment					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	21	iPads,		\$0.00
Sub-Total					\$0.00
270 Title V Rural & Low Income School					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional materials to implement writing strategies from the Writers Workshop for Balanced Literacy Framework.		\$22,799.81
Sub-Total					\$22,799.81
Grand Total					\$209,299.81