East Central High School
East Central Independent School District
Scorecard

Priority : Teaching and Learning Environment			Priority : High-performing and Engaged Workforce		Priority : Inclusive and Collaborative Partnerships	Priority : Resources and Operational Excellence
Culture and Climate Focusing on the development of the campus' climate as a learning environment is fundamental to improve teacher morale and student achievement.	**Effective Teaching, Learning, and Reporting** All students have rigorous learning experiences because the schools ensure objective-driven daily lessons, classroom routines, and formative assessments that yield and communicate the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	**Guaranteed and Viable Curriculum** indicates the curriculum ensures that all students have an equal opportunity to learn. "Guaranteed" commits that each student has access to effective teachers and access to the same content, knowledge and skills to have the opportunity of success in school. "Viable" ensures that students have been slotted enough time to learn the guaranteed curriculum.	**Leadership Effectiveness** Campus leaders operate as "managers" that allocate resources to ensure the campus is highly reliable and realizes the vision, mission, goals, and values of the campus and district through being highly focused.	**Quality Staff** ECISD leadership will ensure the highest quality workforce to provide the best possible student outcomes for the East Central Community	**Community Engagement & Partnerships** ECISD will partner with external stakeholders to strengthen community involvement and enrich student outcomes.	**Fiscal & Operational System** ECISD will optimize district resources for operational efficiency and student success.

Priority	Annual Results Measures		Progress Monitoring Measures		Strategic Activity
Priority 1	☐	100% fidelity of implementation of campus systems so that the teaching and learning environment is highly productive academically (to include: Academic and behavior RTI, C&I resources and models, research based practices and strategies)	☐ Weekly agendas, Quarterly Planning documents, data review documents (deliverables) (McKay)	☐	Implement district quarterly and weekly planning with critical content, proficiency scales, TCMPC, and other district resources. Weekly design team meetings will include all teachers, administrators, and instructional facilitators to collaborate and calibrate instructional strategies and campus goals. Quarterly Vertical Alignment District Meetings. IF/ District Specialist meetings. EOC Data Meetings.
			☐ Behavior RTI, Acknowledgements, Campus Expectations (Graeber)	☐	Create teams, train staff, and implement with fidelity Tier 1 strategies. Increase Character Development with activities involving: Dropout Prevention, Emergent Tree Social Skills Lessons, Tier 1 handbook, Project Wisdom, Seven Mindsets, and EC Cares.
			☐ Tier 1 and 2 Academic Intervention are provided to all Freshmen to answer question 4 in the PLC process, "What do we do for students who don't respond?" (S. Hernandez/BK)	☐	Implement Lunch Intervention Program and Referrals, Tier II After-School Tutoring and attendance, Fish Camp Attendance, Launch, Academic Support Program & Learning Academy, Edgenuity, and the GALE online resource.
			☐ Teacher self rating, campus wide audits, learning walks, formal walkthroughs (BK)	☐	Increase the use and improve the quality of instruction by making informed researched based planning decisions for remediation, acceleration, and general instructional delivery in all academic environments to include: classroom technology, AVID strategies, GBF, Top 10 Instructional Levers.

			☐	Dual Credit & Advancing Academics (Ferguson)	☐	Implementing College Board and NMSI training, GT training. Intentionally create recruitment plans and track student enrollment data in AP classes year-to-year Track teachers AP hours, certificates and manage college Board Audit.
			☐	TELPAS Growth (Rodriguez)	☐	Identify cohorts of students. Train teachers in QSSA strategies. Assist teachers in ESL certificate proficiency. Manage data meetings with ESL team. Boost trainings for campus by the ESL team
	☐	62% of students (9 and 10) will score on or above grade level in reading and math	☐	Review data, as available and relevant, during Leadership meetings, design team meetings, "data days," quarter reviews (Ferguson)	☐	Assess identified students (ESL, SPED Eco Dis), analyze data, and formulate plans to support students in TIER 1 & 2 through approved interventions and teacher training.
	☐	55% of students make a year or more worth of growth from beginning to the end of the year in reading and math.	☐	Review data monthly (Ferguson)	☐	Assess 100% of students in Academic Support (Math, ELA), Reading Intervention, ESL class, and Strategic Math, analyze data and adjust instruction as needed.
	☐	80% of Learning Walks indicate the implementation of a viable curriculum.	☐	Curriculum Focus Walks (Ferguson)	☐	Design curriculum focus walk forms to be used for informal walkthroughs and feedback. Visit assigned classroom teachers once a quarter, gather data and collaborate to discuss, and report results to administration team and department. Hold members accountable for scheduling their curriculum focus walks, monitoring for goals, and data collection.

	☐		Department Learning Walks (BK)	☐	Design a learning walk form to be used for informal walkthroughs and feedback. Present this form to staff before starting the learning walks. Visit assigned classroom teachers once a quarter, gather data, and collaborate to discuss with administrator and department the results. Share results with department and set goals based on data. Share learning walk data and goals to admin during Monday morning meetings Hold members accountable for scheduling their learning walks, monitoring for goals, and collection of data.
☐	100% of teachers will implement professional development plans based on, students individualized academic plans, defined by identified needs on reading, writing and math remediation and/or enrichment so that student growth and achievement is evident in literacy, state accountability and college and career and military readiness.	☐	Review of student data to include MAP, Common Assessments, CCMR measures (TSI, SAT, ACT, AP scores), Learning Walk Data, Curriculum Focus Walk, internal screening process to identify credit recovery, Learning Academy and Academic Support for remediation and acceleration. (McKay)	☐	Creation and implementation of protocol to compile and analyze data. Calendaring of dates for Learning Walks & Curriculum Focus Walks,
		☐	Campus data will be collected and analyzed on the targeted instructional lever (GBF) presented for the campus (McKay)	☐	Present and define the instructional levers to be used throughout the year. Designate time for teachers to model and rehearse the identified lever. Repeat process every six weeks (until 80% fidelity is met).

| | | | | Identify specific instructional practice (GBF) every six weeks.

Collect evidence of implementation of the specific instructional practices through teacher self-evaluations and campus audits.

Campus leadership/departments will conduct professional development on designated PD days and through design teams/department meetings (McKay, Graeber, Ferguson) | | Publicize dates for ECU and presentation topics throughout the year.

Collect sign-in sheets and agendas for all ECU meetings.

Create agendas for professional development days based on needs assessment.

Identify areas of campus growth and input the PD day plans into the district spreadsheet one week prior to each PD day. |

Priority	Annual Results Measures		Progress Monitoring Measures		Strategic Activity
Priority 2	Retain 88% or more of all staff.		Written recruitment practices (McKay)		Establish a profile of an ECHS educator to include "look fors" and scenarios based questioning aligning with ECHS's mission, vision and goals.

Document the selection process from Universities (e.g., Trinity University) to fellow administrators to include highly qualified personnel. |
| | | | Leadership/Teacher (Ferguson, Graeber) | | Acclimate and adjust new faculty according to their needs by facilitating monthly New Teacher meetings - New Teacher Academy.

Assign a mentor or buddy teacher to new hires. |
| | | | Retention of staff (McKay) | | Facilitate rounding techniques, provide specific feedback, and give timely & frequent staff recognition (e.g., Traveling Awards, Teacher Recognition from various departments, Teacher |

					Appreciation). Celebrate monthly values champions Provide social opportunities and team building and support teacher growth (EC University, ESL Huddles, new teacher meetings, and PLCs) Give opportunities for professional development & Wellness Program. 30-60-90 day plan to visit with administrator. Re-Recruiting Top Performers	
	☐	Meet 80% of Annual Results Measures by successfully implementing Continuous Growth Plan.	☐	Agendas with evidence of time on the "Widly Important" (McKay)	☐	Dedicate 20 minutes per meeting to reflect on agendas for the IF and Admin weekly meetings, IF monthly meeting with McKay/Deans, Monday morning Admin meetings, Monthly Leadership meetings.

Priority	Annual Results Measures		Progress Monitoring Measures		Strategic Activity	
Priority 3	☐	Increase the number of mutually beneficial partnerships and maintain 95% of existing partnerships.	☐	Maintain the number of beneficial partnerships. (Vigil)	☐	Survey teachers and staff to create a list of current partners in and out of district. (Google Form). Maintain an accurate count by surveying teacher on a quarterly basis.
			☐	Guest speaker forms, Agendas, Counselors career planning with students report lesson plans number of industry professionals speaking in classrooms (Vigil)	☐	Train teachers about embedding the use of industry professionals in lessons.
				Increased parent engagement Parent involvement survey,		Develop formal ways for parents to have input on the optimal functioning of the school on a monthly basis to include: focus

		☐	Raptor system, Sign in sheets (Vigil)	☐ groups, ESL nights, GU parent nights, college nights, parent nights, PTSA meetings, VIP and booster representation, and alumni representation to give back to the campus.

Priority	Annual Results Measures		Progress Monitoring Measures		Strategic Activity
Priority 4	☐	100% of teachers will maintain asset management and evaluate the budget alignment to the needs assessment to build a baseline for future budgeting.	☐	Budget is aligned to the goals and monthly budget reports show responsible spending (McKay)	☐ Review monthly budget reports. Update inventory for all areas for materials and supplies. Ensure all purchases are aligned to directly enhance the learning and are connected to support the campus goals. Maintain current inventory and label inventory items. Review budget monthly to ensure we are spending in a responsible manner. Meet quarterly with all budget stewards to review budget allocation and expenditures align with goals. Establish a decision making process to determine budgetary needs, allocate resources, and verify alignment of purchases to CNA.