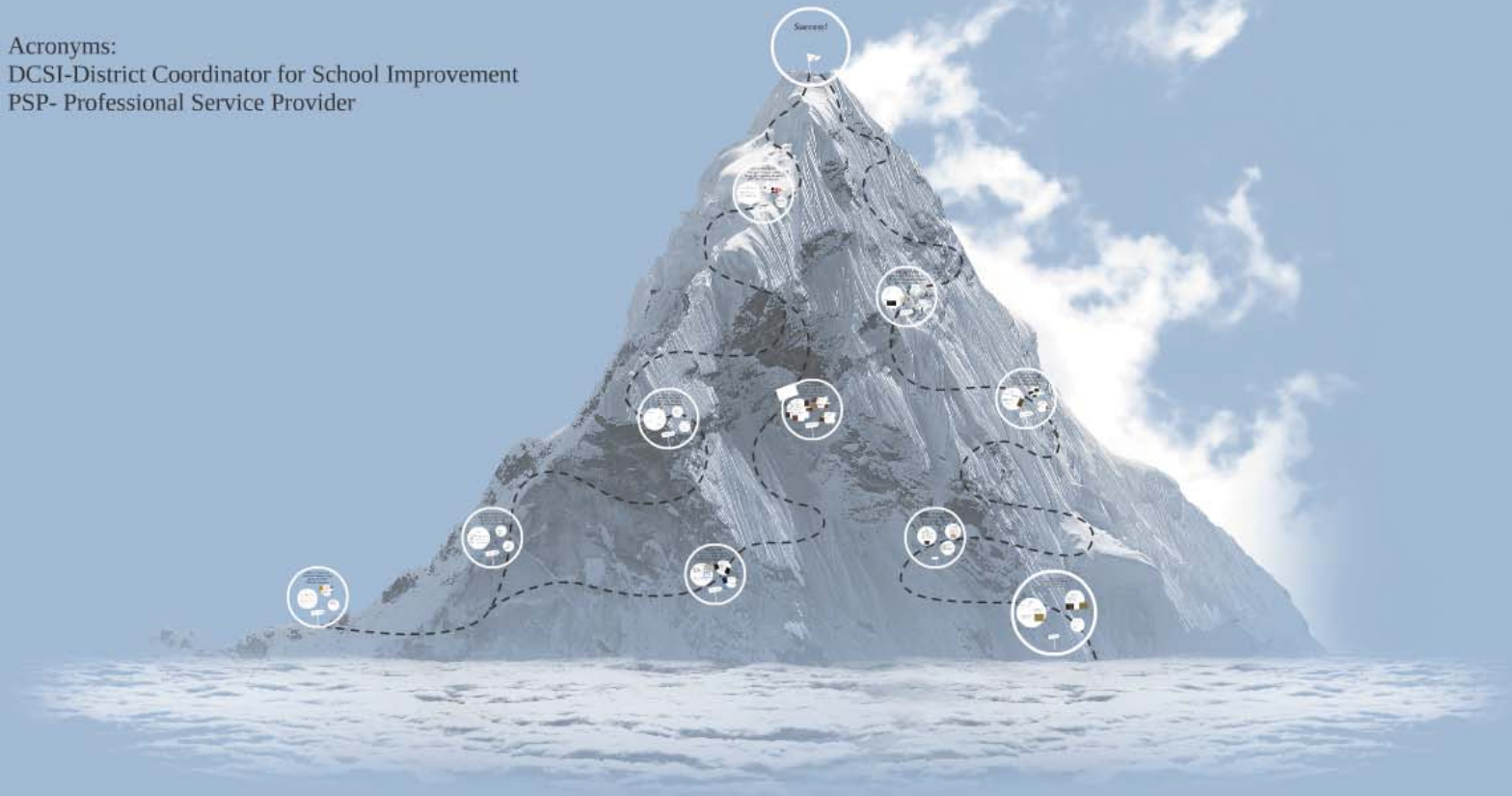


ECISD Journey to the Top

Acronyms:

DCSI-District Coordinator for School Improvement

PSP- Professional Service Provider



Blanton Elementary
Principal: Marlyn Young
DCSI: Lisa Wills
PSP: Dr. Joe Kopec

Goals:

On STAAR, Level II performance in Math for the Hispanic subgroup will increase from 49% to 70%, in the 14-15 school year.

On STAAR, Level II performance in Math for the white subgroup will increase from 45% to 70% in the 14-15 school year.

On STAAR Safeguards, for fifth grade Science Hispanic subgroup, will increase from a 59% to a 70% in the 14-15 school year.

On STAAR Safeguards reading, Special Education subgroup, will increase from a 48% to a 70% in the 14-15 school year.

Intervention:

- Weekly PLC Meetings
- After school and before school tutoring
- Campus Support Process
- Monthly PSP meetings
- Working with District Math and Science Coordinators every 9 weeks
- Guided Math Stations
- Guided Reading Stations in Resource room
- Student intervention program
- RTI Meetings with teachers and parents



Progress Monitoring:

- Unit Assessment
- Standard Base Assessments
- District Base Assessments
- Analyzing iStation Data
- Analyzing Classroom Data
- Bi-Weekly Math school wide Math assessments



Goals:

On STAAR, Level II performance in Math for the Hispanic subgroup will increase from 49% to 70%, in the 14-15 school year.

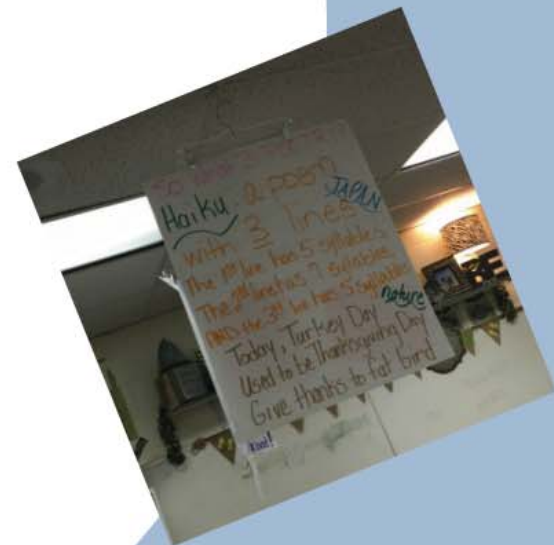
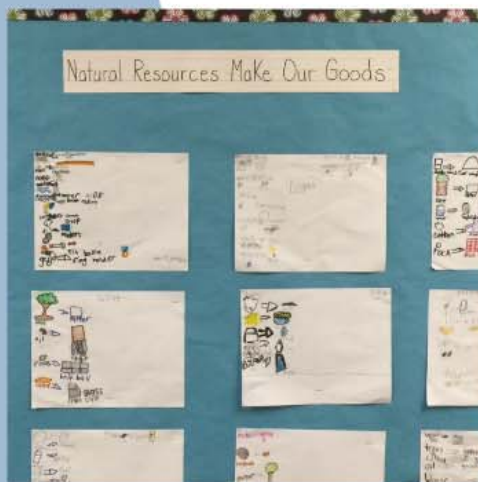
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On STAAR Safeguards reading, Special Education subgroup, will increase from a 48% to a 70% in the 14-15 school year.

Intervention:

- Weekly PLC Meetings
- After school and before school tutoring
- Campus Support Process
- Monthly PSP meetings
- Working with District Math and Science Coordinators every 9 weeks
- Guided Math Stations
- Guided Reading Stations in Resource room
- Student mentoring program
- RTI Meetings with teachers and parents



Progress Monitoring:

Unit Assessment

Standard Base Assessments

District Base Assessments

Analyzing iStation Data

Analyzing Classwork Data

Bi-Weekly Math school wide

Math assessments

Burleson Elementary
Principal: Evelyn Garcia
DCSI: Ann McClarty
PSP: Dr. Karen Case

Goals:

Goals for Burleson:

- Increase writing scores by 20% up from 46% to 66% on STAAR.
- Increase math scores by 20% up from 49% to 69% on STAAR.
- Increase reading scores by 20% up from 54% to 74% on STAAR.
- Increase science scores by 30 up from 30% to 60% on STAAR.

Intervention:

- Training
- Retaining School Closure
- Building capacity over the school day
- Change teaching approaches to the right of the teacher and teacher of the content
- Ask for others states to visit to learn
- ACT (regulate in instruction)
- Personal Development
- Teacher modeling lessons for other teachers
- Change
- Data Drilling resources to staff
- Campus Calendar for those more students and more teachers to work
- No 100% goals
- Creating content for students
- Professional Development
- Data Meetings
- Regular evaluation by every staff members

Progress Monitoring:

- Walk through by:
 - Administrators (campus),
 - ECISD Personnel including:
 - specialists
 - coordinators
 - executive directors
 - directors
 - assistant superintendents
- "Inkblot"
- PDAS observations
- Data Meetings
- SBAs and DBAs
- Test grades

Root Cause Analysis

Goals:

Goals for Burleson:

- Increase writing scores by 20% up from 46% to 66% on STAAR.
- Increase math scores by 20% up from 49% to 69% on STAAR.
- Increase reading scores by 20% up from 54% to 74% on STAAR.
- Increase science scores by 30 up from 30% to 60% on STAAR.

Intervention:

- Tutoring
- Saturday School Classes
- Building tutoring into the school day
- Change teaching assignments to strengths of the teachers and needs of the campus
- Allow administrators to teach science
- RTI (Response to Intervention)
- Parental Involvement
- Teacher modeling lessons for other teachers
- Champs
- Team Building exercises for staff
- Campus Curriculum Facilitator tutors students and assists teachers in need.
- Walkthroughs
- Counseling sessions for students.
- Professional Development
- Data Meetings
- Rigorous instruction by many staff members

Progress Monitoring:

- Walk throughs by:
 - Administrators (campus),
 - ECISD Personnel including:
 - specialists
 - coordinators
 - executive directors
 - directors
 - assistant superintendents
 - "buddies"
- PDAS observations
- Data Meetings
- SBAs and DBAs
- Test grades

LBJ Elementary

Principal: Scott Houston
DCSI: Dr. Tracy Taylor
PSP: Dr. Donnie Norwood

Goals:

Johnson Elementary will increase Science scores for Economically Disadvantaged students from 47.06% to 60%, Hispanic Students from 46.88% to 60% and all students from 56.25% to 70% on the STAAR test.



Johnson Elementary will increase Math scores in 4th grade for Economically Disadvantaged students from 21.28% to 60%, Hispanic Students from 32.26% to 60% and all students from 29.63% to 60% on the STAAR test.

Johnson Elementary will increase Writing scores in 4th grade for Economically Disadvantaged students from 38.46% to 60%, Hispanic Students from 37.70% to 60% and all students from 48.57% to 70% on the STAAR test.

Intervention:

- Professional Learning Communities
- Data Digs
- Tutoring
- Professional development
- Knowing students
- Reading, Math and Science Nights for parental involvement
- iStation
- Think Through Math
- Classworks
- Vertical Planning K-6
- Staff Book Study



Progress Monitoring:

- District Read Assessments
- Eduphoria Reports
- Instruction Reports
- Campus Support Process Walk-throughs
- Science, Math, ELAR and Social Studies Conferences
- Texas Accessibility Intervention System Conference
- Advancing Improvement in Education Conference



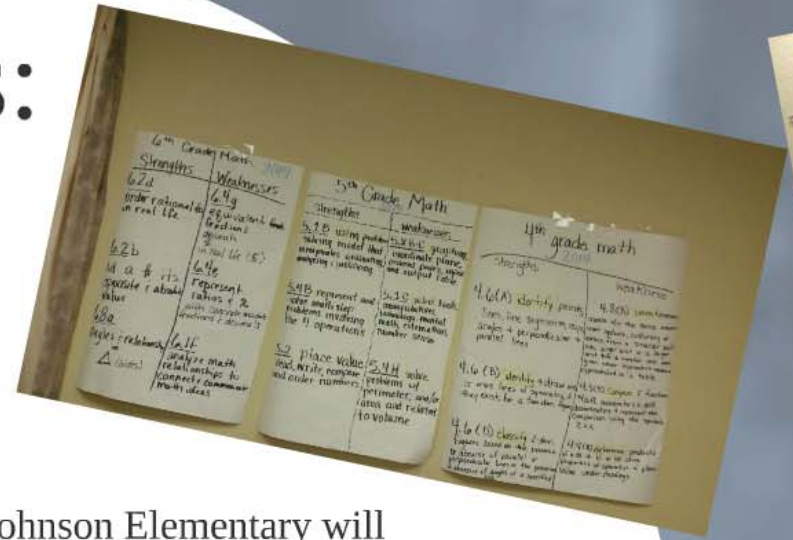
Root Cause Analysis

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Intervention:

- Professional Learning Communities
- Data Digs
- Tutoring
- Professional development
- Knowing students
- Reading, Math and Science Nights for parental involvement
- IStation
- Think Through Math
- Classworks
- Vertical Planning K-6
- Staff Book Study



Progress Monitoring:

District Based Assessments

Eduphoria Reports

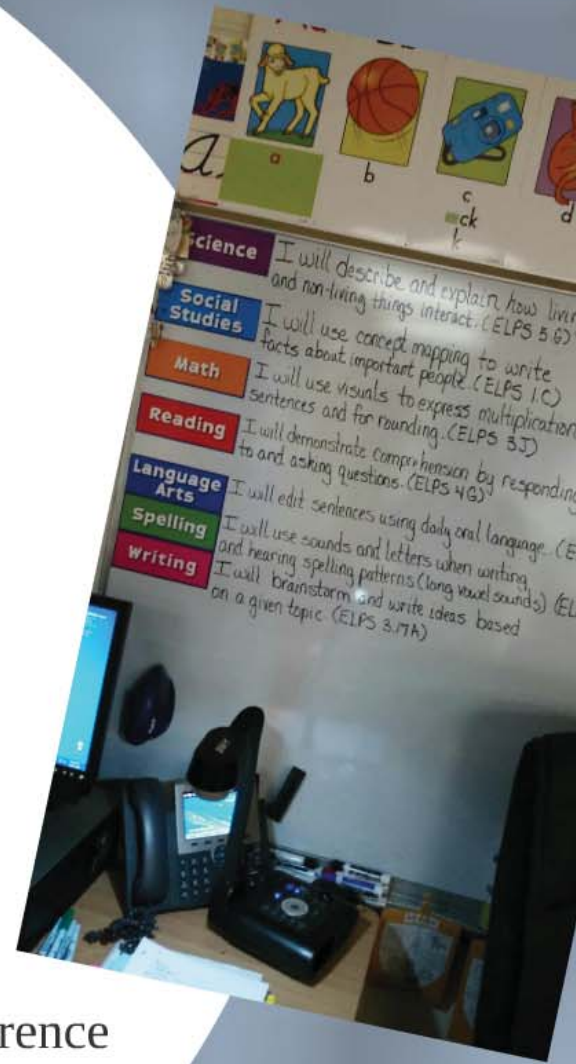
Istation Reports

Campus Support Process Walk-throughs

Science, Math, ELAR and Social Studies
Coordinators

Texas Accountability Intervention System
Conference

Advancing Improvement in Education Conference



Noel Elementary
Principal: Tammie White
DCSI: Lisa Wills
PSP: Dr. Joe Kopec

Goals:

Noel Elementary will increase parent attendance from 75 parents in 2014 to an average of 170 parents per school activity, including PTA, Reading Nights etc, and decrease the amount of discipline issues by 20% by June, 2015.

Noel staff will take on leadership roles in PLCs to increase data driven decision use and increase ability for helping students be successful. This success will be measured by attendance in PLAs, scores for economically disadvantaged to all content areas from 2014 to 2015 and for all subgroups by the content area of writing to 2015 or better.

100% of Noel Teachers will be proficient in all three reading and math computer programs and be able to add students to programs. Change behavior in no reading and no progress in three consecutive tests in 2014-2015 and next year Noel will increase performance for all students in reading from 20% to 30% and math from 12% to 40% in student on district reading and math software.



Interventions:

- Goal 1**
- Review data and make needed changes.
 - Implement strategies from Tough Kids, Tuffy Bickers and Fundamental 5.
 - Build relationships between school and home.
 - Implement practices from "Common Sense" book.
- Goal 2**
- Monitor and target identified students.
 - PLC's (Professional Learning Community) with a focus on Economically Disadvantaged in writing.
 - 20 weeks full day planning.
- Goal 3**
- Teachers will continue to be updated and trained on district software programs.



Progress Monitoring:

- Goal 1**
- Discipline Reports and Behavior Conferences
 - Letter to Home/Parent Schedule
 - PTA Sign-up, Open, Parent List in system
 - Parent sign-ins
- Goal 2**
- Monitor Economically Disadvantaged Area
 - PLC's (Professional Learning Community) reports and closures
 - Edulithics Classroom Walkthrough reports
- Goal 3**
- Reports from computer programs
 - PLC agendas and minutes
 - Lesson plans and classroom walk-throughs
 - Behavior data tables



Goals:

- Noel Elementary will increase parent attendance from 75 parents in 2014 to an average of 150 parents per school activity, including PTA, Reading Nights etc. and decrease the amount of discipline issues by 20% by June, 2015.
- Noel staff will take on leadership roles in PLCs to increase data driven lesson plans and increase ideas for helping students be successful. This success will be measured by an increase in STAAR scores for Economically Disadvantaged in all content areas from 50% in 2014 to 60% and for all subgroups in the content area of writing to a minimum of 60%.
- 100% of Noel Teachers will be proficient on all district reading and math computer programs and be able to add students to programs, change information as needed, and run reports to drive instruction. In the 2014-2015 school year, Noel will increase performance for all students in reading from 59% to 69% and math from 52% to 67% as evident on district reading and math software.



- Noel Elementary will increase parent attendance from 75 parents in 2014 to an average of 150 parents per school activity, including PTA, Reading Nights etc. and decrease the amount of discipline issues by 20% by June, 2015.

- Noel staff will take on leadership roles in PLCs to increase data driven lesson plans and increase ideas for helping students be successful. This success will be measured by an increase in STAAR scores for Economically Disadvantaged in all content areas from 50% in 2014 to 60% and for all subgroups in the content area of writing to a minimum of 60%.



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Interventions:

Goal 1

- Review data and make needed changes.
- Implement strategies from Tough Kids Bully Blockers and Fundamental 5.
- Build relationships between school and home.
- Implement practices from "Framework" book

Goal 2

- Monitor and target identified students.
- PLCs (Professional Learning Community) with a focus on Economically Disadvantaged in writing
- 9-week half day planning

Goal 3

- Teachers will continue to be updated and trained on district software programs.



Progress Monitoring:

Goal 1

- Discipline Reports and Bullying Complaints
- Lesson plans/Master Schedule
- FRP logs-notes, flyers, Parent Link reports
- Parent sign-ins

Goal 2

- Monitor Economically Disadvantaged data
- PLC (Professional Learning Community) agendas and minutes
- Eduphoria Classroom Walkthroughs reports

Goal 3

- Reports from computer programs
- PLC agendas and minutes
- Lesson plans and classroom walkthroughs
- Student data folders

Ross Elementary

Principal: Donna Smith
DCSI: Carolyn Gonzalez
PSP: Dr. Jack Chew

Goals:

- All students in all groups will achieve at least 70% on the STAAR test in Math, Writing, Reading, and Science.
- Science scores for Hispanic students will increase from 44% to 70%
- Science scores for Economically Disadvantaged students will increase from 48% to 70%
- Teachers will be able to extract data to inform instruction
 - 63% of teachers are new to the profession
- Parent Involvement will increase from 10 % to 75%



Intervention:

- Job-embedded staff development
- Inclusion of Special Education Students
- Focused PLC (Professional Learning Community) meetings to review data
- Combined activities to attract more parents. ie-PTC (Parent/ Teacher Committee) collaboration with FA (Fine Arts) Performances
- Track Student group progress in the data rooms of PLCs
- Lead4ward strategies for data analysis



Progress Monitoring:

- Standards Based Assessments
- District Based Assessments
- Campus Based Assessments
- Data Binders
- Data Wall
- Eduphoria Classroom Walkthrough Reports
- PLC Agendas & Minutes
- CSP/District Support (Campus Support Process)
- Data/ Instruction Collaboration with PSP (Professional Service Provider)



Root Cause Analysis

Goals:

- All students in all groups will achieve at least 70% on the STAAR test in Math, Writing, Reading, and Science.
 - Science scores for Hispanic students will increase from 44% to 70%
 - Science scores for Economically Disadvantaged students will increase from 48% to 70%
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Intervention:

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- Combined activities to attract more parents. ie-PTC (Parent/ Teacher Committee) collaboration with FA (Fine Arts) Performances
- Track Student group progress in the data rooms of PLCs
- Lead4ward strategies for data analysis



Progress Monitoring:

3rd Grade READING

	80	84	88
1	51	55	61
2	75	76	57
3	70	38	65
4	49	42	51
5	47	45	57
6	47	44	56
7		63	52
8		46	65
9		52	46
10		52	60
11		42	38
12	60	41	92
13		52	65
14	59	52	6
15		52	15
16		52	53
17		39	47
18		41	47

- Standards Based Assessments
- District Based Assessments
- Campus Based Assessments
- Data Binders
- Data Wall
- Eduphoria Classroom Walkthrough Reports
- PLC Agendas & Minutes
- CSP/District Support (Campus Support Process)
- Data/ Instruction Collaboration with PSP (Professional Service Provider)

San Jacinto Elementary

Principal: Pam Walker
DCSI: Ann McClarty
PSP: Dr. Karen Case

Goals:

Goal 1: San Jacinto Eco Dte will increase from 13-14% to 24% to 42% under 2013 Math STAAR.

Goal 2: The number of 3rd graders reading below 1st grade level will decrease.

Goal 3: The writing portfolio scores for 3rd-5th will increase from 33% to 45% to meet standard.

Goal 4: The number of 4th graders participating in STAAR will increase from 17% to 25% to meet standard.

Intervention:

- RTI Interventions
- After school tutoring
- Campus Support Process
- Weekly PLC meetings (including data talks)
- Monthly PSP meetings
- Vets of the Day (VotD)
- PD on engagement and differentiation
- District Software: Classworks, Think Through Math, Station in Brainfield
- Guided Reading with differentiated instruction
- Small Group writing with differentiated instruction
- K-6 Writing Portfolios
- Enhance existing vocabulary by including backward vocabulary
- Weekly After-School PD

Progress Monitoring:

- Classworks Reports
- Campus Support Process data reports
- Eduphoria subgroup data analysis for unit, SBA, and DBA assessments
- Quarterly monitoring help with PSP
- Station Reports
- Review of Writing Portfolios

Root Cause Analysis

Goals:

Goal 1: San Jacinto Eco Dis will increase from (13-14) 35.94% to 60% on the 2015 Math STAAR.

Goal 2: The met standard STAAR reading Eco Dis will increase from 44.13 to 60%.

Goal 3: The writing passing percentage on STAAR 2015 for Eco Dis will increase from 31% to 60% to meet standard.

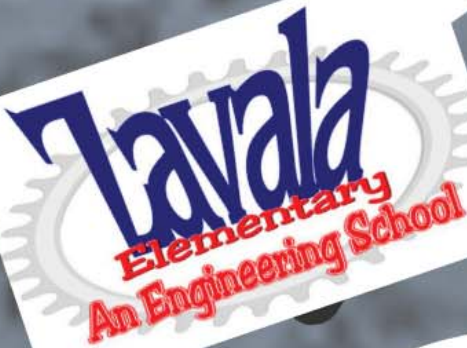
Goal 4: The science Eco Dis passing percentage on STAAR will increase from 51% to 60% to meet STAAR expectations.

Intervention:

- RTI Interventions
- After school tutoring
- Campus Support Process
- Weekly PLC meetings (including data talks)
- Monthly PSP meetings
- Verb of the Day K-6
- PD on engagement and differentiation
- District Software: Classworks, Think Through Math, iStation & Brainchild
- Guided Reading with differentiated instruction
- Small Group writing with differentiated instruction
- K-6 Writing Portfolios
- Enhance existing vocabulary by including lead4ward vocabulary
- Weekly After-School PD

Progress Monitoring:

- Classworks Reports
- Campus Support Process data reports
- Eduphoria subgroup data analysis for unit, SBA, and DBA assessments
- Quarterly monitoring help with PSP
- iStation Reports
- Review of Writing Portfolios



Zavala Elementary
Principal: Cindy Harbour
DCSI: Ann McClarty
PSP: Dr. Karen Case

Goals:

Goal 1: The percentage of Economically Disadvantaged students meeting expectation on STAAR math will increase from 46% in 2014 to 60% in 2015.

Goal 2: The percentage of Economically Disadvantaged students meeting expectation on STAAR reading will increase from 53% in 2014 to 60% in 2015.

Goal 3: The percentage of Economically Disadvantaged students meeting expectation on STAAR writing will increase from 35% in 2014 to 60% in 2015.

Goal 4: The percentage of Economically Disadvantaged students meeting the STAAR expectation in science will increase from 47% to 60% in 2015.

Intervention:

- Student Reading & Math
- Classwork
- Homework
- Reading, Taped Book, Audio, Individual Strategy School, Performance Expectations, Strategic Interventions, STAAR
- Teacher Data Collaboration: Texas 01
- Student Data Collaboration: Texas 01
- Progress Monitor
- PCL Link: 90% LAR (Learner) STAAR CLASS
- Data Wall: Progress
- Student Data Collaboration: Texas 01 (Mathematics)
- Student Data Collaboration: Texas 01 (Reading)
- Student Data Collaboration: Texas 01 (Writing)
- Student Data Collaboration: Texas 01 (Science)
- Student Data Collaboration: Texas 01 (Social Studies)
- Student Data Collaboration: Texas 01 (Art)
- Student Data Collaboration: Texas 01 (Music)
- Student Data Collaboration: Texas 01 (Physical Education)
- Student Data Collaboration: Texas 01 (Health)
- Student Data Collaboration: Texas 01 (Career Development)
- Student Data Collaboration: Texas 01 (Special Education)
- Student Data Collaboration: Texas 01 (Gifted/Talented)
- Student Data Collaboration: Texas 01 (English Language Learners)
- Student Data Collaboration: Texas 01 (At-Risk)
- Student Data Collaboration: Texas 01 (Other)



Progress Monitoring:

- Complete rubric on data and use for site and district's shared assessment
- Monitor frequency, accuracy and individual student progress
- Data wall display
- Classroom monitoring with teacher feedback
- STA Writing 3.0 Data
- STA- Grade 3 Reading Assessment
- STA- Grade 3 Math Assessment
- STA- Grade 3 Science Assessment



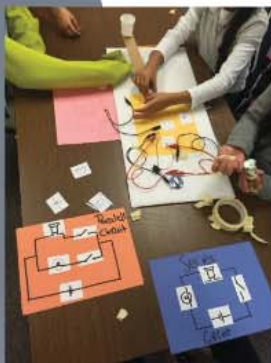
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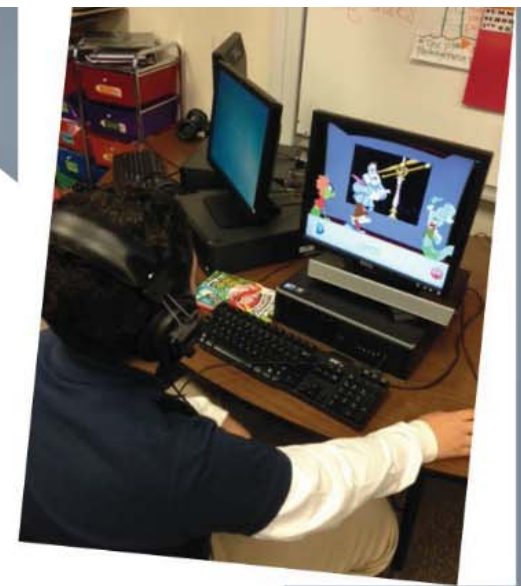
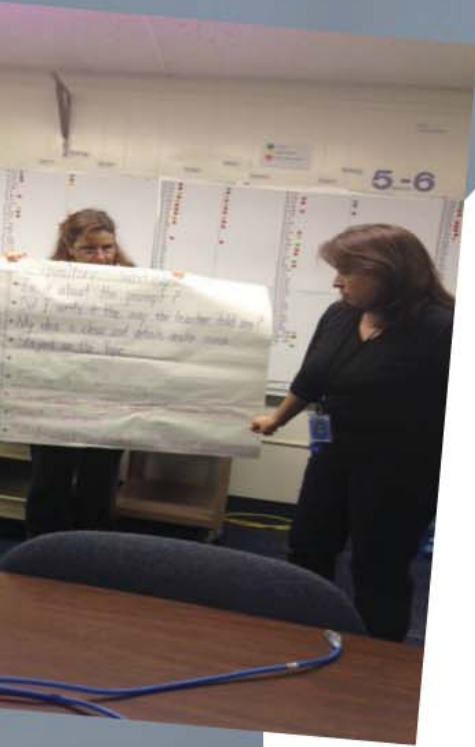
Goal 3: The percentage of Economically Disadvantaged students meeting expectation on STAAR writing will increase from 35% in 2014 to 60% in 2015.

Goal 4: The percentage of Economically Disadvantaged students meeting the STAAR expectation in science will increase from 47% to 60% in 2015



Intervention:

- Istation Reading & Math
- Classworks
- Guided Math
- Tutoring: Power Hour, After School, Saturday School
- Professional Development: Revised Mathematics TEKS
- Teacher Data Conversations: Focus SE
- Guided Reading
- Fluency Folders
- PLC Data: SBA/DBA/Released STAAR/STAAR
- Data Walls-Reading
- Teacher Data Conversations: Focus Tier Movement
- Region 18 Partnership
- Writers Workshop
- Profession Development: Rubric
- School wide Writing Displays
- Saturday School: INOVA Golden Groups 1 and 2
- Science Lab: Focus 5th Grade
- Engineering Lab: Focus 3rd through 6th Grade
- Magnet Program Engineering: Focus Kinder through 6th Grade
- Interactive Notebooks: Kinder through 6th Grade

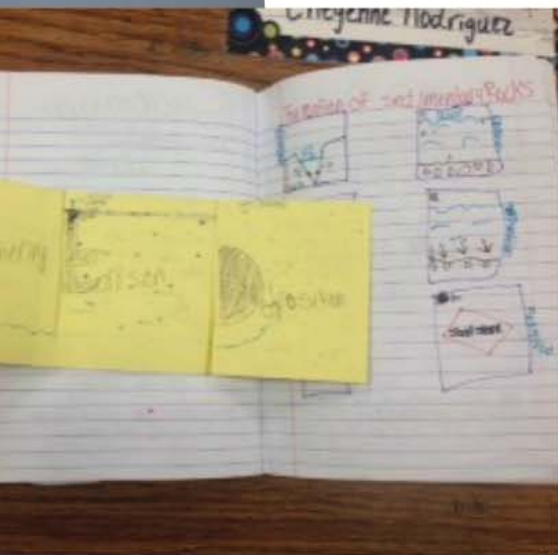


Classw@rk



Progress Monitoring:

- Eduphoria subgroup data analysis for unit and standard's based assessment
- Istation Summary Reports and individual student reports
- Classworks reports
- Data indices
- Classroom monitoring with teacher feedback
- TEA Writing Rubrics
- SBA- Standards Based Assessments
- DBA-District Based Assessments
- CBA-Campus Based Assessments



Ector Junior High

Principal: Kendra Herrera

DCSI: Dr. Stephanie Howard

PSP: Dr. Sheila Runnels

Goals:

1. All students will meet or exceed state standards (TEKS) for 80% of all students will score at or above the standard on the state assessment.

2. The percentage of students who are at or above the standard on the state assessment will increase from 75% to 80% of all students who are at or above the standard on the state assessment.

3. All students will score at or above the standard on all state assessments.

4. All students will score at or above the standard on all state assessments.



Intervention:



Progress Monitoring:



Goals:

1. Ten Percent of students will score Level III on the writing STAAR Test. 65% of all students will score at Phase-in Satisfactory Standard in writing.
Strategy: Conduct PD that will focus on the use of the writing rubric to score student writing and make instructional adjustments.
Address Root Cause: Providing professional development for teachers to better utilize the writing rubric to assess writing performance and to adjust instruction in the classroom, student performance on the writing STAAR will improve which will impact Indexes 1,2,3, and 4.

2. Ten percent of students will score Level III on social studies. 65% of all students will score at Phase-in Satisfactory Standard in social studies.
Strategy: Conduct PD to identify and better use of process standards to enhance student learning.
Address Root Cause: By providing professional development for teachers to better understand the process standards and to adjust instruction in the classroom, student performance on the Social Studies STAAR will improve which will impact Indexes 1, 3, and 4.
At quarter 2 we are not on track and did not meet the current goal, however adjustments are being made to ensure success. The goal was for eight percent of students to score Level III on the Social Studies assessment and 55% of all students to score a phase-in satisfactory. Ector JH scored 15.53% at phase-in satisfactory and 0% at Level III.

3. Fifty-five percent of ELL students will score at Phase-in Satisfactory Standard in all subject areas.
Strategy: Conduct PD that targets SIOP Strategies and effective instructional strategies for ELL students.
Address Root Cause: Provide professional development for teachers to better understand the use of SIOP strategies and to adjust instruction in the classroom, ELL student performance in all content areas assessed by STAAR/EOC will improve which will impact Indexes 1, 2, 3 and 4.
At quarter 2 we are not on track and did not meet the goal however we are making adjustments daily to ensure success. While we had expected to have 45% of ELL students scoring at phase-in satisfactory standard in all content areas, we scored 20.7% in Math, 25.7% in Science, 12.8% in Reading, and 10% in Social Studies.

4. Fifty-five percent of SPED students will score at Phase-in Satisfactory Standard in all content areas.
Strategy: Conduct PD that targets effective instructional strategies.
Address Root Cause: Providing professional development for teachers to better understand the use of effective instructional strategies and to adjust instruction in the classroom, SPED student performance on all tested content areas for STAAR/EOC will improve which will impact Indexes 1, 2, 3, and 4.



Goals

1. Ten Percent of students will score Level III on the writing STAAR Test. 65% of all students will score at Phase-in Satisfactory Standard in writing

Strategy: Conduct PD that will focus on the use of the writing rubric to score student writing and make instructional adjustments.

Address Root Cause: Providing professional development for teachers to better utilize the writing rubric to assess writing performance and to adjust instruction in the classroom, student performance on the writing STAAR will improve which will impact Indexes 1,2,3, and 4.

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At quarter 2 we are not on track and did not meet the goal however we are making adjustments daily to ensure success. While we had expected to have 45% of ELL students scoring at phase-in satisfactory standard in all content areas, we scored 20.7% in Math, 25.7% in Science, 12.8% in Reading, and 10% in Social Studies.

4. Fifty-five percent of SPED students will score at Phase-in Satisfactory Standard in all subject areas.

Strategy: Conduct PD that targets effective instructional strategies.

Address Root Cause: Providing professional development for teachers to better

improve which will impact Indexes 1, 2, 3 and 4.

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areas, we scored 20.7% in Math, 25.7% in Science, 12.8% in Reading, and 10% in

4. Fifty-five percent of SPED students will score at Phase-in Satisfactory Standard in all content areas.

Strategy: Conduct PD that targets effective instructional strategies.

Address Root Cause: Providing professional development for teachers to better understand the use of effective instructional strategies and to adjust instruction in the classroom, SPED student performance on all tested content areas for STAAR/EOC will improve which will impact Indexes 1, 2, 3, and 4.

Intervention:

- Rubric to evaluate writing.
- Evaluated their CBA strategy exams to determine priority areas of need.
- Compacting the scores of ELL and SPED populations to the campus average, and areas of the great need have been identified and intervention is being planned.
- Strong social studies teachers in the district were identified based on this data.
- Arrangements are being made for the teachers to observe and debrief after their observation.
- Each grade level participated in two data digs where strengths and areas of concern were addressed.
- Each team determined a plan for moving forward and how to intervene with students. Teachers are creating common assessments to address identified areas of concern.
- Monitoring of ELL/SPED populations to identify students who need intervention.
- Working with contracted consultant and making changes to training and observations as needed.
- Participated in an initial training for language development.
- Teacher observations by the presenter and feedback has been discussed.
- Teachers meet in an ESL department meeting weekly to discuss the ELL population data.



- Common assessments created to address targeted areas.
- Data disaggregated focusing on power standards.
- Students who are in reach of earning advanced will be identified and plans of action were written.
- PLC teams will focus on creating Exit tickets that will allow teachers to determine students' levels of learning for the day.
- Teachers observed by Region 18 to establish a baseline for the use of inclusive practices for special education population and observation to plan training.
- All staff received an initial training on differentiation and the 5 types of co-teaching models on January 5th.
- Teachers are being video recorded to determine co-teaching styles.
- Teams continue to research and create supplemental aides to provide to SPED students.
- Teachers utilize the campus LCU list to assign students with missing work to receive extra help.
- Resource and Inclusion teachers monitor student progress in all content areas.
- The Student Service's Director meets with students not meeting progress in all content areas.
- Inclusion and Resource teachers are involved and participate actively in the PLC meetings to identify areas of concern where SPED students are scoring significantly below the campus scores.



- Rubric to evaluate writing.
- Evaluated their CBA semester exams to determine priority areas of need.
- Comparing the scores of ELL and SPED populations to the campus average, and areas of the great need have been identified and intervention is being planned.
- Strong social studies teachers in the district were identified based on this data.
- Arrangements are being made for the teachers to observe and debrief after their observation.
- Each grade level participated in two data digs where strengths and areas of concerns were addressed.
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- All staff received an initial training on differentiation and the 6 types of co teaching models on January 5th.
- Teachers are being video recorded to determine co-teaching styles.
- Teams continue to research and create supplemental aides to provide to SPED students.
- Teachers utilize the campus I.C.U list to assign students with missing work to receive extra help.
- Resource and Inclusion teachers monitor student progress in all content areas.
- The Student Service's Director meets with students not meeting progress in all content areas.
- Inclusion and Resource teachers are involved and participate actively in the PLC meetings to identify areas of concern where SPED students are scoring significantly below the campus scores.

Progress Monitoring:

- CBA's (Campus Based Assessments)
- SBA (Standards Based Assessments)
- DBA (District Based Assessments)
- PLC Minutes
- Walkthrough data
- Data Digs
- Missing Assignment list
- SPED tracking in Eduphoria
- SSD meeting log (Student Services Director)



JB Hood Jr. High

Principal: Andrea Martin

DCSI: Dr. Stephanie Howard

PSP: Dr. Karen Case

Goals:

- All teachers will demonstrate an understanding of quality lesson planning and delivery by the end of the 2013-2014 school year.
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Intervention:

- Weekly Personal PLCs
- Job embedded professional development
- Professional Interactive Notebook
- District Coordinators work with content area teams in lesson planning and delivery.
- Campus Learning Walks
- Classrooms
- Math Camps
- Writing Across the Disciplines
- Realia
- Advisory Period
- Campus LEP Support Team
- Campus Support Process
- Monthly PSP Meetings
- Campus Status Team



Progress Monitoring:

- PLC Agenda & Minutes
- Classroom Walkthroughs
- Campus Leadership Team Debriefs
- Lesson Plan Feedback
- Individual Student Progress Tracking
- District Standards Based Assessments
- Campus Based Assessments
- Writing Rubrics (Teachers and Students)



Root Cause Analysis

Goals:

By establishing a common understanding of quality lesson planning and delivery the percentage of students meeting Phase-in Standards on STAAR will increase at a minimum of 10%.

All Student performance on the 2015 Math STAAR will increase to 62%.

All Student performance on the 2015 Writing STAAR will increase to 58%.

All Student performance on the 2015 Social Studies STAAR will increase to 55%.



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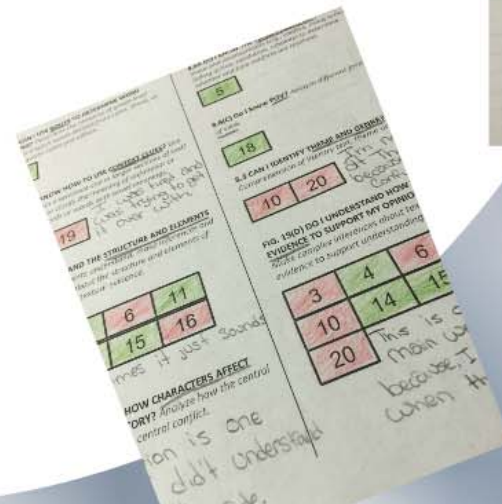
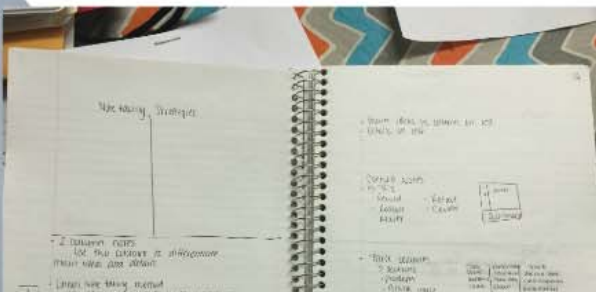
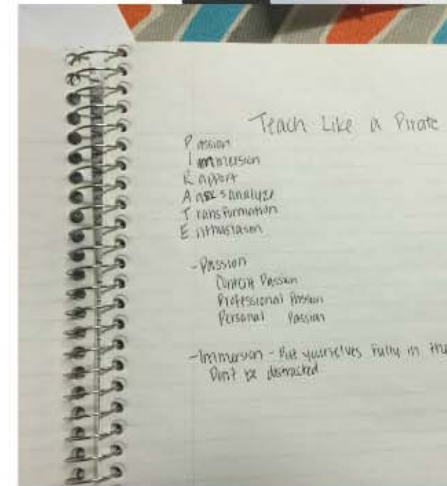
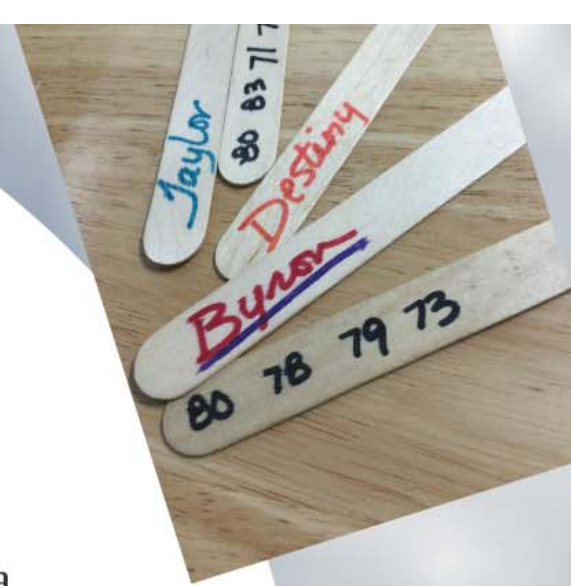
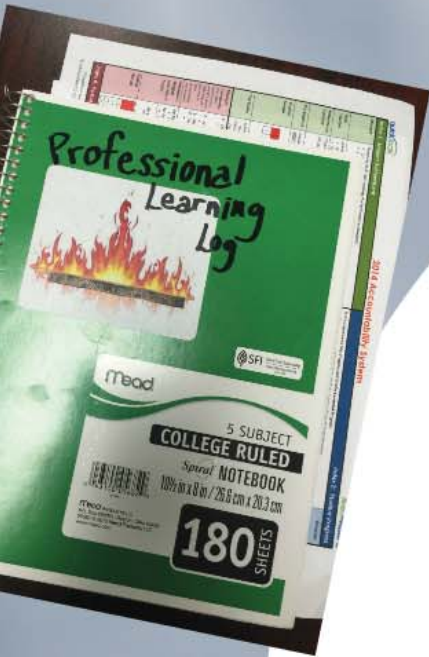


All Student performance on the 2015 Social Studies STAAR will increase to 55%.



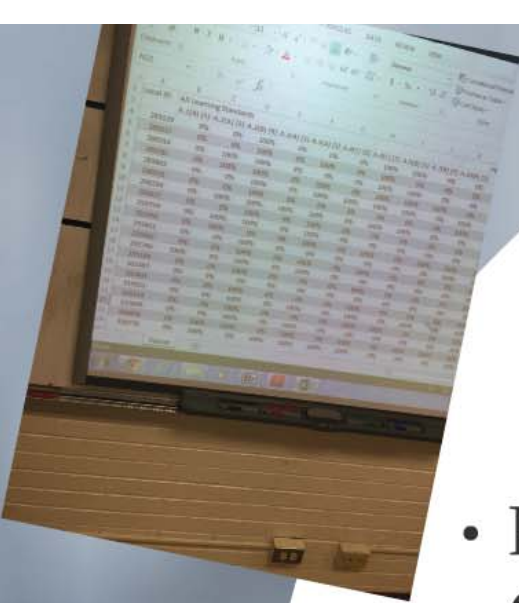
Intervention:

- Weekly Focused PLCs
- Job embedded professional development
- Professional Interactive Notebook
- District Coordinators work with content area teams in lesson planning and delivery.
- Campus Learning Walks
- Classworks
- Math Camps
- Writing Across the Disciplines
- Istation
- Advisory Period
- Campus LEP Support Team
- Campus Support Process
- Monthly PSP meetings
- Campus Stetson Team



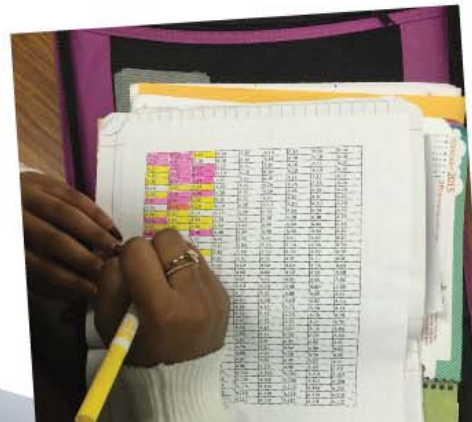
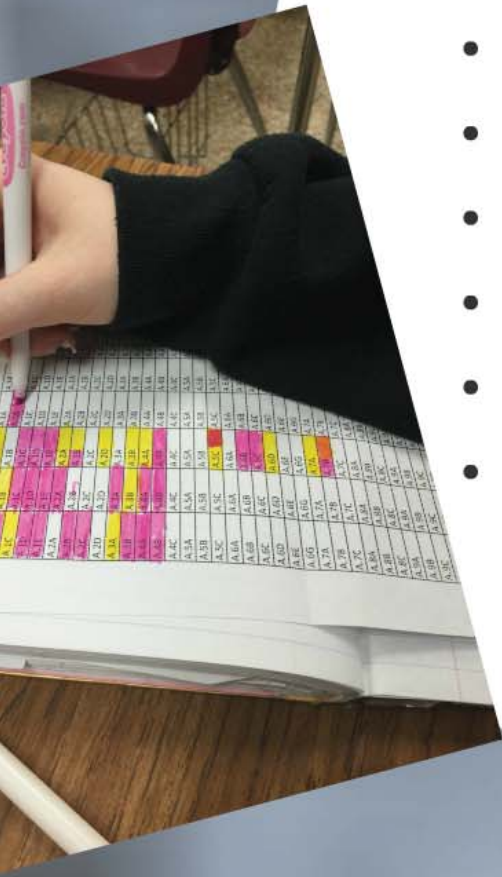
Progress Monitoring:

- PLC Agenda & Minutes
- Classroom Walkthroughs
- Campus Leadership Team Debriefs
- Lesson Plan Feedback
- Individual Student Progress Tracking
- District Standards Based Assessments
- Campus Based Assessments
- Writing Rubrics (Teachers and Students)



ELA	35	45	55	65	75	85	95	100
JBH TARGET PROGRESS			42.50	77.50	9.50	85.00	0.00	
EIGHTH GRADE MAT								

ALGEBRA	35	45	55	65	75	85	95	100
JBH TARGET PROGRESS			40.00	77.50	9.50	85.00	0.00	
ALGEBRA								



Odessa High School

Principal: Gregory Nelson

DCSI: Dr. Stephanie Howard

PSP: Dr. Sheila Runnels

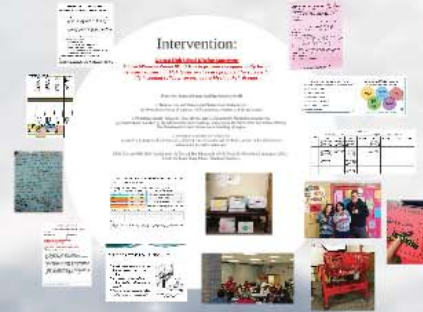
Goals:

Goal 1: Ten percent of students will score Level III on the English II EOC test; 70% of all students will meet Level II standard at Phase-in I.

Goal 2: Ten percent of students will score Level III on the Algebra I EOC; 70% of all students will score at Phase-in Satisfactory Standard on the Algebra I EOC.

Goal 3: Fifty-five percent of special education students will score at Phase-in Satisfactory in all content areas.

Goal 4: Fifty-five percent of ELL students will score at Phase-in Satisfactory Standard in all subject areas in 2015.



Progress Monitoring:

1. District-wide and Monitoring the Progress of our Students
2. Monitor the Progress of our Students
3. Monitor the Progress of our Students
4. Monitor the Progress of our Students

Root Cause Analysis

1. Lack of understanding among parents
2. Lack of understanding among students
3. Lack of understanding among teachers
4. Lack of understanding among administrators

Root Cause Analysis

- 1: Lack of understanding using Figure 19 in combination with other student expectations.
- 2: Lack of understanding using process standards in combination with other student expectations in math.
- 3: Lack of common understanding of best practices and instructional strategies to improve classroom instruction for special education students.
- 4: Lack of common understanding of SIOP strategies and best practice instructional strategies to meet the needs of English Language Learners.

Goals:

Goal 1: Ten percent of students will score Level III on the English II EOC test; 70% of all students will meet Level II standard at Phase-in I.

Goal 2: Ten percent of students will score Level III on the Algebra I EOC; 70% of all students will score at Phase-in Satisfactory Standard on the Algebra I EOC.

Goal 3: Fifty-five percent of special education students will score at Phase-in Satisfactory in all content areas.

Goal 4: Fifty-five percent of ELL students will score at Phase-in Satisfactory Standard in all subject areas in 2015.

- 1. Compare average and median scores for 10th, 11th, and 12th grade students. Do you see any trends? What does this tell you about the performance of students in each grade level?
- 2. Draw conclusions about the data. Do there seem to be any trends in the data? Do you see any trends in the data? Do you see any trends in the data?

Intervention:

Odessa High School Mission Statement

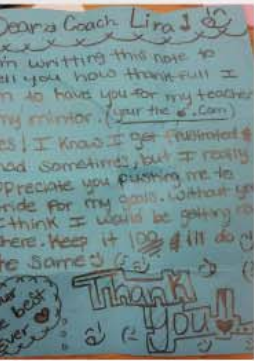
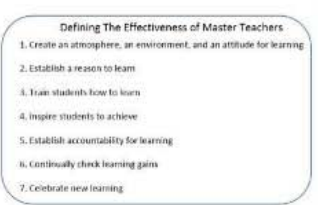
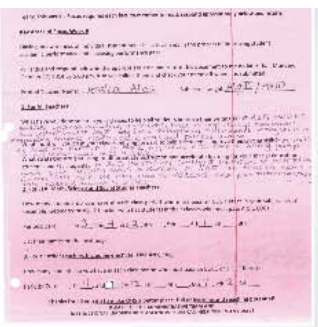
It is our Mission at Odessa High School to provide the opportunity for all students to learn at high levels so they are prepared for success in life including college, career, and achieving their dreams.

Three Key Areas of Focus Guiding Success for All

1. Determining and Meeting the Needs of our Students via:
 - (a) Awareness of areas of concern, (b) Focused intervention, and (c) mentoring
2. Providing Quality, Rigorous, Data Driven, and Collaboratively Planned Instruction via:
 - (a) Instructional monitoring, (b) collaborative team meetings, and (c) Quality, Bell to Bell Instruction utilizing The Fundamental 5 and Master-Level Teaching strategies
3. Writing Across the Curriculum via:
 - (a) Weekly writing in all content areas, (b) Frequent evaluation and feedback, and (c) Scheduled writing submissions by each content area

OHS Teachers Will Work Collaboratively Toward Our Mission And Will Focus On Providing Instruction At High Levels Of Rigor Using Master Teaching Strategies

Grade	Subject	Teacher	Room
9	Math	Mr. [Name]	[Room]
9	Science	Ms. [Name]	[Room]
9	History	Mr. [Name]	[Room]
9	English	Ms. [Name]	[Room]
9	Art	Mr. [Name]	[Room]
9	Physical Education	Ms. [Name]	[Room]
9	Band	Mr. [Name]	[Room]
9	Chorus	Ms. [Name]	[Room]
9	Spanish	Mr. [Name]	[Room]
9	French	Ms. [Name]	[Room]
9	Latin	Mr. [Name]	[Room]
9	Religion	Ms. [Name]	[Room]
9	Health	Mr. [Name]	[Room]
9	Career	Ms. [Name]	[Room]
9	Life Skills	Mr. [Name]	[Room]
9	Special Education	Ms. [Name]	[Room]
9	Gifted/Talented	Mr. [Name]	[Room]
9	ESOL	Ms. [Name]	[Room]
9	ELL	Mr. [Name]	[Room]
9	IEP	Ms. [Name]	[Room]
9	504	Mr. [Name]	[Room]
9	Other	Ms. [Name]	[Room]



WRITING ACROSS THE CURRICULUM - WEEKLY EXPECTATION

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
English	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Math	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Science	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
History	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Art	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Physical Education	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Band	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Chorus	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Spanish	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
French	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Latin	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Religion	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Health	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Career	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Life Skills	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Special Education	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Gifted/Talented	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
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Odessa High School
CT Meeting Agenda/Minutes (#18) 2/2/15

Meeting Date: _____ Team: _____

Present Members: _____ Absent Members: _____

4 Key questions of a RTI that guide instruction:
 What do we want students to learn?
 How will we know they learned it?
 What are we going to do when some of them don't learn it?
 What are we going to do when some of them already learn it?

Writing across the curriculum:
 Check to see when department should turn in artifacts to 132
 Fundamental five key components in the classroom
 Distances should be used in the classroom and walls
 Current and future lesson plans need to be posted weekly by deadline
 Course of forgetting training

How do we know:
 After completing your branch focus and feeling charts, discuss what you learned through these efforts. What were some areas of strength and areas of weakness? Make observations and plans for instruction in the classroom.
 After looking at your overall instruction and RTI progressions, what new strategies can be used in the classroom this week to help students. Be specific when reporting back. Examples: pair with a partner, small group activity, and frequent checks for understanding.
 How can you utilize your seating chart during instruction?

Minutes will be reviewed by the updated to the classroom. Data team has a folder. Please do not know if you have questions.

Writing across the Curriculum

- I teach computer science so how can I help our students become better writers?
- Do students only become better writers when they write full essays or papers?



Progress Monitoring:

1. Determining and Meeting the Needs of our Students:

(a) EOC Tracking Sheets and Seating Charts, (b) Data Reviews, (c) Data Digs by Department, (d) Regular Broncho Focus Updates, (e) Periodic Broncho Focus Tasks, (f) Teacher Mid-Year Conferences, and Frequent Training, Reminders and Prompts for Adult Mentors in our Broncho 360 Mentoring Program, (g) Stetson Training and SPED Reorganization, and (h) Training in SIOP and Best Practices

2. Providing Quality, Rigorous, Data Driven, and Collaboratively Planned Instruction:

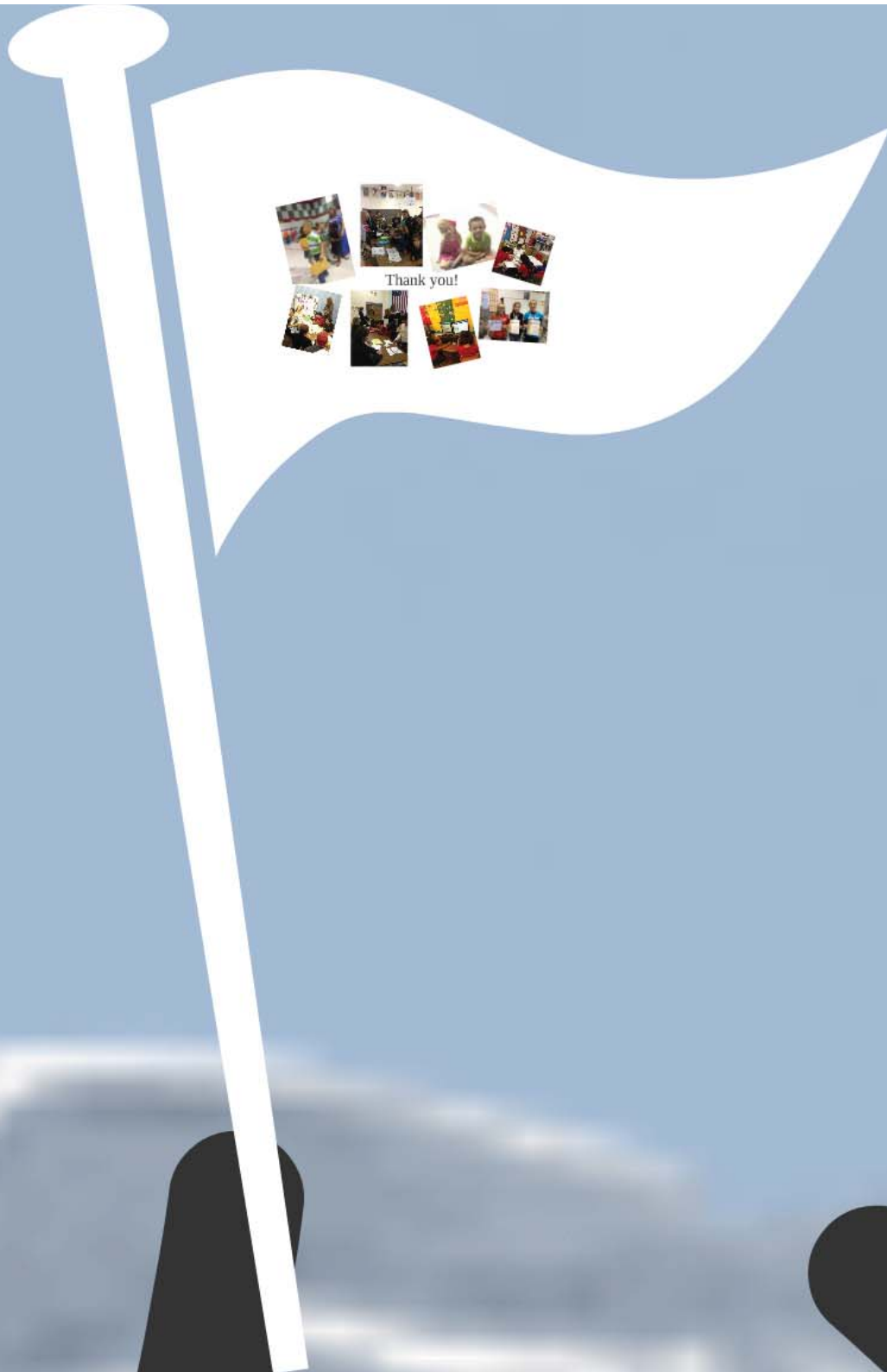
(a) Bi-monthly Professional Learning Sessions, (b) Weekly Administrative Collaboration, (c) Bi-Weekly Instructional Leadership Team Collaboration, (d) Weekly Collaborative Team Agendas, Meetings, and Minute Submission, (e) Weekly Lesson Plan Submission and Review, (f) District-Level Administrative Leadership Training, (g) Campus Support Process, (h) Tutoring and Credit Recovery

3. Writing Across the Curriculum:

(a) Initial Professional Learning on Writing Across the Curriculum, (b) Regular Before the Bell Sessions Presented by the ELA Department, (c) Timelines for Submitting Quality Student Writing Artifacts, and (d) Frequent Feedback and Encouragement for Writing Campus-wide.

Success!





Thank you!

ECISD Journey to the Top

Acronyms:

DCSI-District Coordinator for School Improvement

PSP- Professional Service Provider

