

BOARD OF TRUSTEES
AGENDA

<input type="checkbox"/> Workshop	<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Special
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(A) Report Only Recognition

Presenter(s):

Briefly describe the subject of the report or recognition presentation.

(B) Action Item

Presenter(s): SAMUEL MIJARES, DEPUTY. SUPT. FOR C & I
 NORMA SERNA, SCHOOL IMPROVEMENT DIRECTOR

Briefly describe the subject of the report or recognition presentation.

CONSIDER AND TAKE APPROPRIATE ACTION ON THE REQUEST TO APPROVE THE 2016-2017 TARGETED IMPROVEMENT PLAN.

(C) Funding Source: Identify the course of funds if any are required

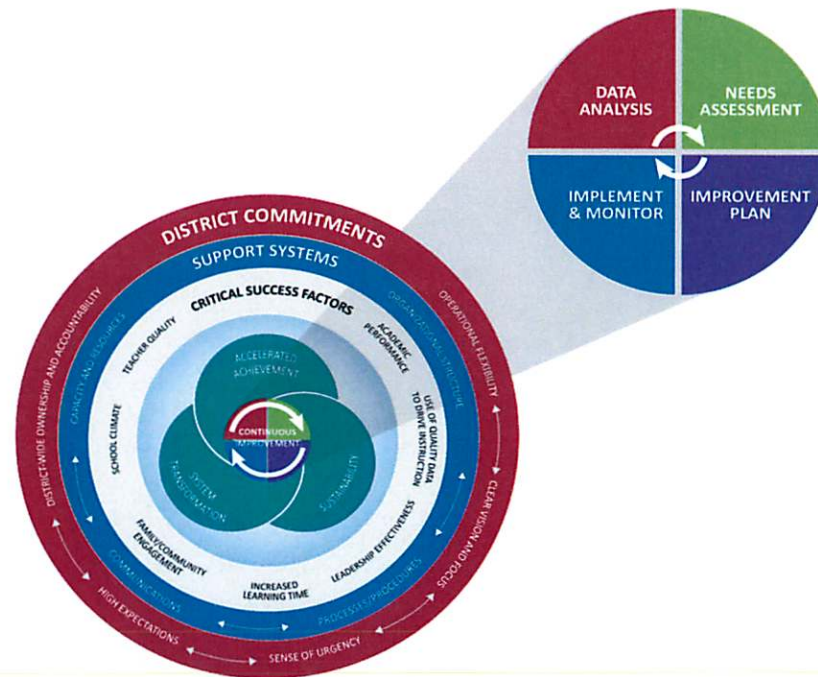
(D) Clarification: Explain any question or issues that might be raised regarding this item.



Eagle Pass Independent School District

"Create Opportunities for Tomorrow's Leaders to Succeed"

Targeted Improvement Plan 2016-2017



Texas Accountability Intervention System

Board Approved _____

District Leadership Team 2016- 2017

John Cox	Eagle Pass High School	Diana Alvarado	General Education Teacher
Jesus Diaz-Wever	CC Winn High School	Mariza Flores	Bilingual Teacher
Mario Escobar	Eagle Pass Jr. High	Miriam Garcia	Educational Diagnostician
Vera Sumpter	Memorial Jr. High	Jamie Gonzalez	Dean of Instruction
Jose Hernandez	Perfecto Mancha Elementary	Aide J. Hernandez	Campus Administrator
Sandra Koenig	Graves Elementary	Luis Huerta	Campus Administrator
Luz Lazarski	Rosita Valley Elementary	Liliana Jimenez	Special Education Teacher
Maribel Martinez	Seco Mines Elementary	Eva Lopez	ESL Teacher
Vale Moreno	Darr Elementary	Luz Lozano	Educational Diagnostician
Blanca Muzquiz	Robert E. Lee Elementary	Ana Morales	School Counselor
Amailia Riojas	Sam Houston Elementary	Carola Munoz	LPAC Member
Rosanna Rios	Glass Elementary	Carlos Rodriguez	Instructional Officer
Veronica SGonzalez	Benavides Heights Elementary		
David Camarillo	Director of Instructional Services	Norma R Serna	District Director for School Improvement
Rita Carreon	Math Director		
Ana Laura Castillon	CTE Director		
Jamie Gloria	Science & Social Studies Director		
Rene Martinez	ELAR Director		
Rodolfo Musquiz	Migrant Program Director		
Rolando Salinas	Federal Programs Director		
Gilberto Sanchez	Bilingual Program Director		
Elizabeth Torres	Special Education Director		

Needs Assessment Summary

PS 1	2016 STAAR, grades 7-8, the ESL students passing rate was 49.6 math, 40.9 reading, 31 social studies, and 29.2 writing.	is occurring because of Root Cause #1	Root Cause 1:	Limited implementation of instructional strategies needed to differentiate for diverse learners.
PS 2	2016 STAAR, LEP students not served in BE/ESL passing rate was 41.3 in writing.	is occurring because of Root Cause #2	Root Cause 2:	Lack of adequate monitoring of students and implementation of differentiate instruction.
PS 3	2016 STAAR EOC grades 9-12, LEP students passing rate on English Language Arts assessment was 27.4.	is occurring because of Root Cause #3	Root Cause 3:	Limited implementation of instructional strategies needed to differentiate for diverse learners.
PS 4	2016 STAAR, grades 3-8, special education students' passing rate was 45.5 math, 37 reading, 45.5 science, 36.5 social studies, 27.5 writing.	is occurring because of Root Cause #4	Root Cause 4:	Limited implementation of instructional strategies needed to differentiate for diverse learners.
PS 5	2016 STAAR, grades 9-12 EOC special education students' passing rate was 48.6 math, 47.4 science, 47.8 social studies, and 21.2 ELA.	is occurring because of Root Cause #5	Root Cause 5:	Limited implementation of instructional strategies needed to differentiate for diverse learners.

Problem Statement 1:	2016 STAAR, grades 7-8 ESL, the ELL students passing rate was 49.6 math, 40.9 reading, 31 social studies, and 29.2 writing.
Root Cause 1:	Limited implementation of instructional strategies needed to differentiate for diverse learners.
Annual Goal:	In grades 3-8 ESL, the ELL student group will have a 5% passing rate increase on all identified STAAR assessments in spring 2017.
Strategy:	Create a clear blueprint and implement a research-based progress monitoring schedule of identified English Language Learners.
Goal:	Monitor student progress (grades and attendance) and provide research -based differentiated instructional support to address possible derailments or additional needs of identified students.

Interventions:		Monitor:	
1	Implement a Research-Based Progress Monitoring schedule: Principals' weekly scheduled 45 minutes of uninterrupted progress monitoring.	1	Evidence of implementation and evidence of impact monitored by DSC Directors
2	Implement weekly PLC's and utilize data to improve the delivery of instruction through differentiation.	2	PLC and staff development sign ins, agendas, walkthrough documentation
3	Implement Research-Based instructional strategies such as, Sheltered Instruction, Close Reading, and Marzano's Academic Vocabulary Instruction in all content areas and focus on ELPS implementation to meet instructional needs of ELLs.	3	Lesson Plans, walkthroughs, word-walls and student academic vocabulary journals
4	Align and provide instruction to students' proficiency levels and utilize supplemental Title III Part A Reading/ELA Teacher to provide additional instructional support.	4	Title III Part A supplemental teacher payroll, lesson plans, attendance rosters, walkthroughs
5	Provide supplemental instruction through regular day Bilingual part-time tutor support and extended day after-school tutorial through Title I funded support.	5	Lesson plans, walkthroughs, attendance rosters, payroll records
6	Collaboration of instructional planning between supplemental teacher, tutors and regular education teachers will be documented.	6	Collaboration log, Lesson plans, walkthroughs, attendance rosters

Problem Statement 2:	2016 STAAR, LEP students not served in BE/ESL passing rate was 41.3 in writing.
Root Cause 2:	Lack of identification of students and implementation of differentiate instruction.
Annual Goal:	LEP students not served in BE/ESL will have a 5% passing rate increase on STAAR writing assessment in Spring 2017.
Strategy:	Create a clear blueprint and implement a research-based progress monitoring schedule of identified English Language Learners.
Goal:	Monitor student progress (grades and attendance) and provide research -based differentiated instructional support to address possible derailments or additional needs of identified students.

Interventions:		Monitor:	
1	Implement a Research-Based Progress Monitoring schedule: Principals' weekly scheduled 45 minutes of uninterrupted progress monitoring.	1	Evidence of implementation and evidence of impact monitored by DSC Directors
2	Implement weekly PLC's and utilize data to improve the delivery of instruction through differentiation.	2	PLC and staff development sign ins, agendas, walkthrough documentation
3	Identify and monitor LEP denial student academic progress.	3	Eduphoria reports, Istation reports, gradebook, attendance
4	Implement Research-Based instructional strategies such as, Sheltered Instruction, Close Reading, and Marzano's Academic Vocabulary Instruction in all content areas and focus on ELPS implementation to meet instructional needs of ELLs.	4	Lesson Plans, walkthroughs, word-walls and student academic vocabulary journals
5	Collaboration of instructional planning between interventionists/tutors and regular education teachers will be documented.	4	Collaboration log, Lesson plans, walkthroughs, attendance rosters

Problem Statement 3:	2016 STAAR EOC grades 9-12, LEP students passing rate on English Language Arts assessment was 27.4.
Root Cause 3:	Limited implementation of instructional strategies needed to differentiate for diverse learners.
Annual Goal:	ELL student group (grades 9-12) will have a 10% passing rate increase on STAAR EOC ELA assessment in spring 2017.
Strategy:	Create a clear blueprint and implement a research-based progress monitoring schedule of identified English Language Learners.
Goal:	Monitor student progress (grades and attendance) and provide research -based differentiated instructional support to address possible derailments or additional needs of identified students.

Interventions:		Monitor:	
1	Implement a Research-Based Progress Monitoring schedule: Principals' weekly scheduled 45 minutes of uninterrupted progress monitoring.	1	Evidence of implementation and evidence of impact monitored by DSC Directors
2	Implement weekly PLC's and utilize data to improve the delivery of instruction through differentiation.	2	PLC and staff development sign ins, agendas, walkthrough documentation
3	Implement Research-Based instructional strategies such as, Sheltered Instruction, Close Reading, and Marzano's Academic Vocabulary Instruction in all content areas and focus on ELPS implementation to meet instructional needs of ELLs.	3	Lesson Plans, walkthroughs, word-walls and student academic vocabulary journals
4	Align and provide instruction to students' proficiency levels	4	Lesson plans, walkthroughs
5	Provide supplemental instruction through regular day Bilingual part-time tutor support and extended day after-school tutorial through Title I funded support.	5	Lesson plans, walkthroughs, attendance rosters, payroll records
6	Collaboration of instructional planning between tutors and regular education teachers will be documented.	6	Collaboration log, Lesson plans, walkthroughs, attendance rosters

Problem Statement 4:	2016 STAAR, grades 3-8, special education students' passing rate was 45.5 math, 37 reading, 45.5science, 36.5 social studies, 27.5 writing.
Root Cause 4:	Limited implementation of instructional strategies needed to differentiate for diverse learners.
Annual Goal:	Special Education student group grades 3-8 will have a 5% passing rate increase on all STAAR assessments in Spring 2017.
Strategy:	Create a clear blueprint and implement a research-based progress monitoring schedule of identified Special Education students.
Goal:	Monitor student progress (grades and attendance) and provide research -based differentiated instructional support to address possible derailments or additional needs of identified students.

Interventions:		Monitor:	
1	Implement a Research-Based Progress Monitoring schedule: Principals' weekly scheduled 45 minutes of uninterrupted progress monitoring.	1	Evidence of implementation and evidence of impact monitored by DSC Directors
2	Implement weekly PLC's and utilize data to improve the delivery of instruction through differentiation and monitor mastery.	2	PLC and staff development sign ins, agendas, walkthrough documentation
3	Implement Research-Based instructional strategies such as, Close Reading, and Marzano's Academic Vocabulary Instruction in all content areas.	3	Lesson Plans, walkthroughs, word-walls and student academic vocabulary journals
4	Provide differentiated instruction through small group interventions.	4	Lesson plans, walkthroughs
5	Collaboration of instructional planning between special education teacher, interventionists/tutors and regular education teachers will be documented.	5	Collaboration log, Lesson plans, walkthroughs, attendance rosters

Problem Statement 5:	2016 STAAR, grades 9-12 EOC special education students' passing rate was 48.6 math, 47.4 science, 47.8 social studies, and 21.2 ELA.
Root Cause 5:	Limited implementation of instructional strategies needed to differentiate for diverse learners.
Annual Goal:	Special Education student group grades 9-12 will have a 5% passing rate increase on STAAR EOC math, science, & social studies, and 10% increase on ELA in spring 2017.
Strategy:	Create a clear blueprint and implement a research-based progress monitoring schedule of identified Special Education students.
Goal:	Monitor student progress (grades and attendance) and provide research -based differentiated instructional support to address possible derailments or additional needs of identified students.

Interventions:		Monitor:	
1	Implement a Research-Based Progress Monitoring schedule: Principals' weekly scheduled 45 minutes of uninterrupted progress monitoring.	1	Evidence of implementation and evidence of impact monitored by DSC Directors
2	Implement weekly PLC's and utilize data to improve the delivery of instruction through differentiation and monitor mastery.	2	PLC and staff development sign ins, agendas, walkthrough documentation
3	Implement Research-Based instructional strategies such as, Close Reading, and Marzano's Academic Vocabulary Instruction in all content areas.	3	Lesson Plans, walkthroughs, word-walls and student academic vocabulary journals
4	Provide differentiated instruction through inclusion.	4	Lesson plans, walkthroughs
5	Collaboration of instructional planning between special education teacher, interventionists/tutors and regular education teachers will be documented.	5	Collaboration log, Lesson plans, walkthroughs, attendance rosters