

LEA Name:	Ector County ISD
Campus Name:	Zavala
Data Analysis Summary	
Is this a district submission or campus submission?	Campus
Is your district staged in PBM?	Yes
Definition/Purpose:	<i>Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.</i>
<u>Summary of findings</u>	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the basis for the needs assessment process.
Section 1: Student Achievement	
Index met?	No
Index score:	
What are the trends in the index 1 data over time?	Students continue to perform below State and District standards, and we show a drop when comparing the 2012 to 2013 passing rates in reading and math. Comparing the two school years and averaging 3rd through 6th grade passing rates our All Student English reading category shows a drop of 9 points (60 compared to 51), and 14 points in English math (57 compared to 43). Our All Student Spanish categories for reading show a 7 point gain 3rd through 5th grade (55 compared to 62) with our largest jump in 4th grade reading a total of 13 points (44 compared to 57). In English math we show a drop of 14 points (57 compared to 43) including our 5 point gain for sixth grade (51 compared to 56), and for Spanish math dropped a totally fo 9 points (53 compared to 44).
What impact do the trends have on Index 1?	State phase in Level II accountability standards being raised, our campus student achievement must increase in order to either meet or exceed State standards
What other insights do the data reveal that impact student success?	Our Eco Dis population is our largest group, so they have a large impact on our All Student performance.
Section 2: Student Progress	
Index met?	No
Index score:	
What are the trends in the index 2 data over time?	Currently, comparing our student progress throughout 2012/13 and 2013/14 we see incremental increases in scores
What impact do the trends have on Index 2?	Our Hispanic group of three hundred fifteen is our largest and we have found thirty-one have less than three years in the U.S. and ninety-two are identified as ELLs.
What other insights do the data reveal that impact student success?	We see our Eco Dis population increasing as well.
Section 3: Closing Performance Gaps	
Index met?	No
Index score:	

What are the trends in the index 3 data over time?	Our Eco. Dis. group consists of 77% of our population.
What impact do the trends have on Index 3?	We noticed that our All Student scores are higher than our Eco Dis students in comparison through all content areas.
What other insights do the data reveal that impact student success?	By focusing on our Eco. Dis students all categories will rise.
Section 4: Postsecondary Readiness	
Index met?	No
Index score:	
What are the trends in the index 4 data over time?	In all grades/all subjects only 15% met Final level II
What impact do the trends have on Index 4?	Will all sub groups falling below the State percentage, rigor will be an on going focus throughout the year to prepare all student groups for secondary readiness.
What other insights do the data reveal that impact student success?	We have very few groups to compare within this Index since most ethnic categories are less than 25.
Section 5: System Safeguards	
Were system safeguards missed for Performance?	Yes
Were system safeguards missed for Participation?	Yes
Were system safeguards missed for Graduation?	No
What are the trends in the System Safeguard data over time?	Special Ed Participation was missed. In 2012, we had 100% participation this past year. Two students missed testing due to surgery and sickness. This gave us a 94.6 participation rate where the goal was 95%. The trends in the System Safeguard show that Hispanic and Eco Dis and Special Ed did not meet the 50% target in Reading or math. All students fell below the 50% target in math and science as did Eco. Dis.
What other insights do the data reveal that impact student success?	Zavala will need to focus on the Eco Disadvantage in the subject area of Math, Reading and Science
Section 6: PBM	
Is this a district submission or campus submission?	Campus
In what program areas is the district staged?	Bilingual Education, Special Education
If the campus is contributing to the district's PBM staging please explain. Enter your answer in the cell to the right.	

LEA Name:	Ector County ISD					
Campus Name:	Zavala					
Needs Assessment Summary and Improvement Plan						
Definition/Purpose:	<p><i>After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</i></p>					
<p>Identified and Prioritized Needs: It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.</p>						
Need 1:	We need to work with our Economically Disadvantaged students because of their 46% passing rate in math.					
Need 2:	We need to work with our Economically Disadvantaged students since their current passing rate in reading is at 52%.					
Need 3:	We need to work with our Economically Disadvantaged students because of their 35% passing rate in writing.					
Need 4:	We need to work with our Economically Disadvantaged student since their current passing rate in science is at 47%.					
<p>***Important Notice! Improvement Required districts/campuses must complete Attestation Statement at the bottom of this tab to fulfill TEC §39.106 requirements!***</p>						
Need:	We need to work with our Economically Disadvantaged students because of their 46% passing rate in math.		Critical Success Factor / ESEA Turnaround Principle Key	CSF 1-Improve Academic Performance	ESEA TP: Strengthen the School's Instruction	
Index:	1, 2, 3, 4			CSF 2-Quality Data to Drive Instruction	ESEA TP: Use of Data to Inform Instruction	
Critical Success Factor/ESEA Turnaround Principle:	CSF 1 / ESEA TP: Strengthen the School's Instruction, CSF 2 / ESEA TP: Use of Data to Inform Instruction, CSF 6 / ESEA TP: Improve School Environment, CSF 7 / ESEA TP: Ensure Effective Teachers			CSF 3-Leadership Effectiveness	ESEA TP: Provide Strong Leadership	

Annual Goal:	The percentage of Eco. Dis. students meeting expectation on STAAR math will increase from 46% in 2014 to 60% in 2015.				CSF 4-Increased Learning Time	ESEA TP: Redesigned School Calendar	
Strategy:	Job embedded professional development based on campus academic needs.					CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
How will addressing this need impact the index, CSF/ESEA TP, or major system identified?	Use of job embedded professional development, targeted math lesson planning and rigorous lesson delivery will impact individual student progress, close the achievement gap, and promote higher levels of learning.					CSF 6-School Climate	ESEA TP: Improve School Environment
Interventions by Quarter							
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:	By the end of the first quarter math assessment (SBA or DBA whichever is administered for that quarter) scores for our Eco. Dis. group will increase from 46% to 50%: a total of 4%.	Q2 Goal:	By the end of the second quarter math assessment (SBA or DBA whichever is administered for that quarter) scores for our Eco. Dis. group will increase from 50% to 54%: a total of 4%	Q3 Goal:	By the end of the third quarter math assessment (SBA, DBA, or Released whichever is administered for that quarter) 60% of our Eco. Dis. group will meet Phase 1 passing standard.	Q4 Goal:	By the end of the fourth quarter math assessment (STAAR 2015), Eco. Dis. Students will score 62%.
Interventions:		Interventions:		Interventions:		Interventions:	
	Math Lesson Planning with all grade levels with Region 1) 18 staff		Grade Level Math Planning 1) continues weekly		Continue grade level math planning sessions 1) focusing on data.		Grade Level math planning sessions used in preparation 1) for next year
	Training and use of rigor checklist for lesson plans developed by Region 18 2)		Lesson Planning rigor checklist used weekly 2)		Rigor checklist used with data to help identify gaps in learning. 2)		Revisit lesson plans which focused on lowest objective/TEK/SE and prepare to strengthen 2)

	3) Math coaching with individuals using Region 18 coaching staff		3) Contracted with Region 18 to increase coaching days for job embedded professional development		3) Coaches meet with identified staff members in preparation for testing and development of needs.		3) Coaches continue to work with teachers in need
	4) ILT will begin use of Rigor Matrix on lesson plans		4)		4)		4)
What data will be collected to monitor interventions?		collected to monitor interventions?		will be collected to monitor		What data will be collected to monitor interventions?	
1) Training certificates from Region 18		1) Grade Level Planning minutes		1) Grade Level Planning minutes focusing on data.		1) Grade Level math planning sessions minutes	
2) Lesson Plan Rubric to determine if plans are rigorous		2) Rigor checklist attached bi-weekly		2) Rigor checklist attached bi-weekly		2) Lesson plans written on lowest objective/ TEK/SE	
3) Sign In documentation during planning/coaching activities		3) Sign In documentation during planning/coaching activities		3) Individual journals.		3) Individual Journals	
4) ILT meeting minutes		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	no	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	

Describe the data or evidence used to determine if the goal will or won't be met.	Standards Based Assessment composed of SEs taught to date was administered the second week of October. The passing standard was set at Phase-in Level One. Fifty-two percent of Economically Disadvantaged students passed the Standards Based Assessment.	Describe the data or evidence used to determine if the goal will or won't be met.	DBA (comprehensive, some concepts not taught yet) was administered the weeks of Jan. 12 and 19. Results for Math were ECO DIS =16%	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?	The principal has definitely seen growth based on Region 18 training. Engaged with Region 18 to have more job embedded professional development. The principal identifies lesson planning using the Rigor Matrix has improved, but an adjustment needs to be made on the effectiveness of implementation using this matrix.	What, if any, adjustments must be made in order to meet the annual goal?	Increased accountability for rigor in the classrooms. Teachers are not applying the appropriate level of rigor when one person on the team writes the lesson plans. This is being monitored and evaluated by administrative staff.	What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	
Need:	We need to work with our Economically Disadvantaged students since their current passing rate in reading is at 52%.				Critical Success Factor / ESEA Turnaround	CSF 1-Improve Academic Performance	ESEA TP: Strengthen the School's Instruction
Index:	1, 2, 3, 4					CSF 2-Quality Data to Drive Instruction	ESEA TP: Use of Data to Inform Instruction
Critical Success Factor / ESEA Turnaround Principle:	CSF 1 / ESEA TP: Strengthen the School's Instruction, CSF 2 / ESEA TP: Use of Data to Inform Instruction, CSF 6 / ESEA TP: Improve School Environment, CSF 7 / ESEA TP: Ensure Effective Teachers, CSF 5 / ESEA TP: Ongoing Family and Community Engagement					CSF 3-Leadership Effectiveness	ESEA TP: Provide Strong Leadership
Annual Goal:	The percentage of Eco. Dis. students meeting expectation on STAAR reading will increase from 53% in 2014 to 60% in 2015.					CSF 4-Increased Learning Time	ESEA TP: Redesigned School Calendar

Strategy:	Use of IStation and parent involvement based on campus academic needs.				7 ESEA Principle Key	CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
How will addressing this need impact the index, CSF/ESEA TP, or major system identified?	Using IStation tier data we will identify tier 2 and tier 3 students who are not well prepared for the State assessment. With the help of our Parent Liasion we will develop reading workshops involving our community members which will help impact individual student progress, help close the achievement gap, and promote higher levels of learning.					CSF 6-School Climate	ESEA TP: Improve School Environment
						CSF 7-Teacher Quality	ESEA TP: Ensure Effective Teachers
Interventions by Quarter							
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:	By the end of the first quarter reading assessment (SBA or DBA whichever is administer for the quarter) scores for our Eco. Dis. group will increase from 52% to 54%: a total of 2%.	Q2 Goal:	By the end of the second quarter reading assessment (SBA or DBA whichever is administer for the quarter) scores for our Eco. Dis. group will increase from 54% to 56%: a total of 2%.	Q3 Goal:	By the end of the third quarter reading assessment (SBA or DBA whichever is administer for the quarter) 60% of our Eco. Dis. group will meet Phase 1 passing standard.	Q4 Goal:	By the end of the fourth quarter reading assessment (STAAR 2015), Eco. Dis. Students will score 60%.
Interventions:		Interventions:		Interventions:		Interventions:	
1) Use of IStation to identify all student tier levels		1) Use of IStation targeted instruction and activities to help minimize numbers in Tier 2 and 3		1) Continue to use IStation intervention program to help grow numbers to Tier 1.		1) Use of End of Year IStation testing results to help determine student placement and preparation needed for following year	
2) Use of Parent Liasion and Reading Coach to develop parent reading program		2) Parent Liasion, Reading Coach and classroom teachers offer parent reading workshops based on child's reading needs		2) Parent Liasion, Reading Coach, ILT members and classroom teachers meet with families of students on Tier 2 and Tier 3.		2) Parent Liasion and Reading Coach to identify students on Tier 3 end of year iStation and help develop a needs assessment plan with classroom teacher	

	Implementation of District initiative with Balanced Literacy K-5		District administration will conduct campus walk throughs to determine the effectiveness of the implementation of balanced literacy in grades K-5		Follow up with staff members to help meet Balanced Literacy needs in classrooms.		Ensure all K-5 teachers are proficient in Balanced Literacy and begin lesson preparation for following year
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
1)	IStation reports	1)	IStation reports	1)	IStation reports	1)	IStation reports
2)	Parent Involvement Reading Plan	2)	Parent involvement sign in sheets for participation and parent survey.	2)	Conference documentation and parent survey	2)	Intensive instruction plans
3)	Balanced Literacy Training sign in sheets and data from walk-throughs.	3)	Data from walk-throughs by district administration	3)	Balanced Literacy meeting minutes	3)	Balanced Literacy walk through reports
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
Yes		yes					

<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Standards Based Assessment composed of SEs taught to date was administered the second week of October. The passing standard was set at Phase-in Level One. Fifty-four percent of Economically Disadvantaged students passed the Standards Based Assessment.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>ISTATION results show growth from the beginning of the year for all students, a 10% reduction in numbers of students in Tier 3. There are currently only 24% in Tier 1. The results for students in tier 3 for tested grades are still extremely high. They range from 29 % to 88%, but most are at the top end of that scale. Parent survey results regarding parent reading workshop indicate positive parental response and desire for more of these experiences. DBA was administered the weeks of Jan. 12 and 19. The results were: Reading ECO DIS =56%</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>		<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	
<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>District intervention to monitor effectiveness of balanced literacy in K-5.</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>Increased monitoring of effectiveness of balanced literacy by administration. A reading specialist is assigned for 2 1/2 days per week, but is rarely there more than 1 1/2 days due to additional assignments.</p>	<p>any, adjustments must be made in order to meet the annual goal?</p>		<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	
<p>Need:</p>	<p>Our Economically Disadvantaged students were at 35% passing rate in writing.</p>				<p>CSF 1-Improve Academic Performance</p>	<p>ESEA TP: Strengthen the School's Instruction</p>	
<p>Index:</p>	<p>1, 2, 3, 4</p>				<p>CSF 2-Quality Data to Drive Instruction</p>	<p>ESEA TP: Use of Data to Inform Instruction</p>	
<p>Critical Success Factor / ESEA Turnaround Principle:</p>	<p>CSF 3 / ESEA TP: Provide Strong Leadership, CSF 1 / ESEA TP: Strengthen the School's Instruction, CSF 2 / ESEA TP: Use of Data to Inform Instruction, CSF 6 / ESEA TP: Improve School Environment</p>				<p>CSF 3-Leadership Effectiveness</p>	<p>ESEA TP: Provide Strong Leadership</p>	

Annual Goal:	The percentage of Eco. Dis. students meeting expectation on STAAR writing will increase from 35% in 2014 to 60% in 2015.				Critical Success Factor / ESEA Turnaround Principle Key	CSF 4-Increased Learning Time	ESEA TP: Redesigned School Calendar
Strategy:	Leadership team members will participate in professional development in order to help improve writing instruction through knowledge of the writing rubric and strategic conversations with teachers.					CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
How will addressing this need impact the index, CSF/ESEA TP, or major system identified?	Develop effective teaching through the campus leadership team by helping to drive instruction, improve academic performance, develop teacher quality, and student academic performance.					CSF 6-School Climate	ESEA TP: Improve School Environment
						CSF 7-Teacher Quality	ESEA TP: Ensure Effective Teachers
Interventions by Quarter							
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:	By the end of the first quarter writing assessment (schoolwide prompt, SBA or DBA whichever is administered for the quarter) scores for our Eco. Dis. group will increase from 35% to 41%: a total of 6%.	Q2 Goal:	By the end of the second quarter writing assessment(SBA or DBA whichever is administered for the quarter) scores for our Eco. Dis. group will increase from 41% to 47%: a total of 6%.	Q3 Goal:	By the end of the third quarter writing assessment (SBA or DBA whichever is administered for the quarter) 60% of our Eco. Dis. group will meet Phase 1 passing standard.	Q4 Goal:	By the end of the fourth quarter writing assessment (STAAR 2015), scores for our Eco. Dis. group will increase to 60%
Interventions:		Interventions:		Interventions:		Interventions:	
	During the month of October, the Reading Specialist will receive training on the District Curriculum (Benchmark 1) Writing)		Assigned Leadership Team Members will work with assigned grade level to review data, needs and concerns 1)		Leadership Team Members will identify any fourth grade teacher/classroom and work with individual or small group setting in identified area of need 1)		Leadership Team will review data with teachers to determine area of need in writing, and begin planning for the following year 1)

	Begin District writing initiative for classroom teachers and rubric training. Writing will be assessed at all grade levels 2)		In November the campus will begin a schoolwide writing prompt 2)		Restructure schedule based on writing assessment performance and classroom needs 2)		Establish schoolwide incremental writing criteria per grade level 2)
	Develop writing prompt presentations for hallway displays 3)		Train students in goal setting and develop portfolios for parents 3)		Student led parent meetings to discuss goals and portfolios 3)		Establish good writing goals set by students (for example use for the following year) 3)
	4)		4)		4)		4)
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
	1) Writing curriculum and plan for implementation.		1) Meeting Minutes		1) Calendar dates with identified needs minutes		1) Meeting minutes
	2) Writing samples scored according to rubric.		2) Writing samples scored according to the rubric		2) Updated schedule for extended writing times		2) Set criteria for K-6 on writing expectations
	3) Completed display case		3) Student Portfolios and goal setting sheets		3) Scheduled parent meetings		3) Saved examples of good writing goals
	4)		4)		4)		4)
End of Quarter Reporting							
	Q1 Report		Q2 Report		Q3 Report		Q4 Report
Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	no	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	

<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Standards Based Assessment composed of SEs taught to date was administered the second week of October. The passing standard was set at Phase-in Level One. Fifty percent of Economically Disadvantaged students passed the Standards Based Assessment.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>DBA (comprehensive, some concepts not taught yet) was administered the weeks of Jan. 12 and 19. The scores for revision and editing were: 4th gr. English - 13%, For Eco Dis students -10% Spanish - 0% at the 70% threshold. Using the threshold of Phase 1 Level II standard the all campus performance for the ECO. DIS. population is 52%. 4th Grade Only ECO DIS =42%.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>		<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	
<p>What, if any, adjustments must be made in order to meet the annual goal?</p>		<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>The scores across the entire campus for Eco Dis did meet the quarterly goal, but not the 4th grade, specifically. The current course of action for writing should be maintained. There has been a general confusion about the goals and whether the campus should be measuring progress on the 'average percent correct' or progress on the percent of students 'meeting standard'. The Principal has adjusted the goals for the third quarter.</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>		<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	
<p>Need:</p>	<p>We need to work with our Economically Disadvantaged student since their current passing rate in science is at 47%.</p>					<p>CSF 1-Improve Academic Performance</p>	<p>ESEA TP: Strengthen the School's Instruction</p>
<p>Index:</p>	<p>1, 2, 3, 4</p>					<p>CSF 2-Quality Data to Drive Instruction</p>	<p>ESEA TP: Use of Data to Inform Instruction</p>

Critical Success Factor / ESEA Turnaround Principle:	CSF 3 / ESEA TP: Provide Strong Leadership, CSF 1 / ESEA TP: Strengthen the School's Instruction, CSF 2 / ESEA TP: Use of Data to Inform Instruction, CSF 6 / ESEA TP: Improve School Environment				Critical Success Factor / ESEA Turnaround Principle Key	CSF 3-Leadership Effectiveness	ESEA TP: Provide Strong Leadership
Annual Goal:	The percentage of Economically Disadvantaged students meeting the STAAR expectation in science will increase from 47% to 60% in 2015					CSF 4-Increased Learning Time	ESEA TP: Redesigned School Calendar
Strategy:	To raise student achievement we will focus on "Best Practices" and strengthen our lesson plans using the Cognitive Rubric Matrix. We will focus on the Vertical Alignment to ensure all Readiness standards are addressed and mastered Kinder through sixth grade.					CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
How will addressing this need impact the index, CSF/ESEA TP, or major system identified?	Improvement in lesson plans and classroom instructions will impact student achievement and allow classroom teachers to become stronger and more cognizant of the appropriate rigor found on State Assessments.					CSF 6-School Climate	ESEA TP: Improve School Environment
						CSF 7-Teacher Quality	ESEA TP: Ensure Effective Teachers
Interventions by Quarter							
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:	By the end of the first quarter science assessment (SBA or DBA whichever administered for the quarter) scores for our Eco. Dis. group will increase from 47% to 50%: a total of 3%.	Q2 Goal:	By the end of the second quarter science assessment(SBA or DBA whichever is administer for the quarter) scores for our Eco. Dis. group will increase from 50% to 53%: a total of 3%.	Q3 Goal:	By the end of the third quarter science assessment (SBA or DBA whichever is administered for the quarter) 60% of our Eco. Dis. group will meet Phase 1 passing standard.	Q4 Goal:	By the end of the fourth quarter science assessment (STAAR 2015), scores for our Eco. Dis. group will increase to 60%
Interventions:		Interventions:		ons:		Interventions:	
	1) "Best Practices" SIOP module training		1) Continue with "Best Practices" SIOP module training		1) Classroom walk throughs to identify use of "Best Practices"		1) Development of teacher survey
	2) ILT will begin using the Rigor Matrix on lesson plans		2) Using lesson plan Rigor Matrix , identify teachers in need for additional support and walk-through data to monitor effectiveness of implementation		2) Ensure idenfied teacher(s) receives embedded professional development		2) Professional development throughout summer months based on teacher survey

	Teaching/Modeling professional development with Region 18 3)		Teaching/Modeling professional development with Region 18 3)		Classroom support through Region 18. 3)		Classroom Support through Region 18 3)
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
1)	SIOP certification	1)	SIOP Module certification	1)	Walk through documentation	1)	Teacher Survey to identify needs
2)	ILT meeting minutes and lesson plan documentation	2)	Corrective Action Plan for identified teacher(s)	2)	ILT works with teacher to implement and strengthen action plan as needed	2)	Implementation of professional development
3)	ILT written walk throughs during science to help build support	3)	ILT written walk throughs during science to help build support	3)	Region 18 documentation.	3)	Region 18 documentation
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
No		no					
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
Standards Based Assessment composed of SEs taught to date was administered the second week of October. The passing standard was set at Phase-in Level One. Twenty-nine percent of Economically Disadvantage students passed the Standards Based Assessment.		DBA (comprehensive, some concepts not taught yet) was administered the weeks of Jan. 12 and 19. Science Across the Campus 1 st through 6 th ECO DIS =37%, 5 th Grade Only ECO DIS =49%.					

<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>The principal identifies lesson planning using the Rigor Matrix has improved, but an adjustment needs to be made on the effectiveness of implementation using this matrix.</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>Region 18 job embedded PD stopped in Nov because of difficulty in getting substitutes. Teachers are not applying rigor when one person writes plan, so monitoring adjustments need to be made.</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>		<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	
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LEA Name:	Ector County ISD
Campus Name:	Zavala

**Accountability Monitoring
State Targeted Reconstitution Plan
(Supplement to the Improvement Plan)**

TEA Reviewer Only:					
Initial Determinations:	Staffing Decisions:			Final Reconstitution Plan:	
Staffing Decisions:	Superintendent Leadership Team (SLT) met to determine administration and staff reconstitution guidelines as	Date Final Version Approved (For Use by TEA REVIEWER only):		TEA Reviewer:	
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §20.107	Reconstitution Determinations	Actions Planned or Taken	Resources and Persons Responsible	Timelines	Comments
Campus Redesign that Addresses Sustained Professional Development	Currently, our staff makeup shows 11% at zero years of experience, 21% at one to five years and 47% at five to ten years.	Region 18 has provided training on Math TEKS (July) and 5 E Lesson Planning (May). Classroom Coaching was also a critical piece to these trainings with follow-up being provided by Region 18 consultant two times a month beginning in October. Implementation of these trainings will also be monitored through classroom walk throughs and lesson plans.	Cindy Harbour-Principal Debbie Tubbs-Region 18 Consultant, and Diane Harlan CCF	July, October, and additional contracted days through May	Region 18 continues helping classroom teachers two times monthly for math. They meet with grade levels, individual teachers, and model lessons in whole group setting or in a small group setting. They share ideas for identified TEKS in order to move the student, class and campus. This initiative also addresses these other areas: Campus Redesign that Provides a Rigorous and Relevant Academic Program, Campus Redesign that Addresses Curriculum and Instructional Changes
Campus Redesign that Addresses Enhanced Parental and Community Involvement	Currently, our parents seem to participate in activities showcasing their children, but very little involvement for content area instruction. Our attendance rate hovers around 94%-95% on a weekly basis and tardies continue to grow.	A Parent Liasion was added in August to enhance parental involvement. Some of the job responsibilities include contacting parents, developing parent workshops such as Watch Dog and specific content area family nights. Workshops will be conducted monthly and will be evaluated through surveys. The Parent Liasion will also monitor absences and tardies in order for our student attendance to rate to grow.	Edward Gallegos Asst Principal; Eron Chiino Parent Liasion; Dora Alvarado Reading Specialist	Parent Liasion was added in August. First parent meeting was held in October and will be held monthly through May	workshops: Family Math Nigh and Parent Science Night in October, Taste of a Good Book in November and SSI Student Success Night She meets on a regular basis with the District SAS officer and gathers information on student truancies in order to contact parents and developed a working plan toward student attendance. Attendance rate as of January 31, 2015 is 95.4%. This initiative also addresses these other areas: Campus Redesign that Addresses Structural and Managerial Innovations; Campus Redesign that
Campus Redesign that Provides High Expectations for All Students	Student growth in Reading, Math, Science and Writing are a focus for our Economically Disadvantaged students. In all areas this identified sub group scored less that 55% passing rate.	Using Classroom Data Walls and Data Talk Meetings will ensure the campus is keeping the growth and passing rates in the fore front for each student. PLC grade level meetings occur twice a month to focus on student data and interventions. The principal also meets with individual teachers during each grading cycle to review their data as well as making any instructional adjustments for identified students.	Classroom Teachers; Cindy Harbour-Principal; Edward Gallegos-Asst. Principal	First data talks will occur on November 3rd-6th. All other meetings will be set according to the report card calendar	Classroom Data Walls are updated per assessment; individual student graph folders for student awareness of progress toward goals. Grade level TEKS/SE are identified to focus discussions and follow throughs during PLC meetings. This initiative also addresses these other areas: Campus Redesign that Provides Personal Attention and Guidance; Campus Redesign that Addresses Curriculum and Instructional Changes
Campus Redesign that Addresses Staff Changes/Retention	Identified by TEA as a Multi-Year IR Priority Campus	Superintendent's Leadership Team (SLT) determined that all members of the staff will interview with the exception of employees assigned by District level personnel including	Superintendent Leadership Team, PSP, DCSI, Reconstitution Specialist, and Human	30-Sep	Superintendent's Leadership Team (SLT) Meet to Finalize Reconstitution Plan
				30-Sep	Inform Reconstitution Specialist (RS) of Their Campus Assignments

				30-Sep	Inform Second Year IR Campuses of Plan to Utilize RS and Name of Campus RS
				?????	RS, PSPs, DCSI Team and IR Principals Meet to Discuss Timeline and Next Steps
				9-Oct	Board of Trustees Informed of the Reconstitution Plans
				13-Oct	Interview Three Principals and 11 Assistant Principals. Principal and Assistant Principal will have a second interview in February.
				October	Inform Each Campus Staff of Proposed Reconstitution Plan
				October	Inform Media of Reconstitution Plan at Seven Campuses
				October	Meet with Campus Parents to Inform them of Reconstitution Plan
				October	Review Non-Staffing Components of Campus Reconstitution Plan
				31-Oct	Deadline Submission of IR Plans/Reconstitution Plans/Goals into ISAM
				November	Round 1 of Campus Staff Interviews with Notification Following Interviews. First round of interviews occurred in November. Suggestions for improvement were delivered.
				November	Present IR Plans/Goals to Board of Trustees for Approval
				January	Round 2 of Campus Staff Interviews with Notification Following Interviews. Round two of interviews was postponed until the second week of February to allow more
				February 2 - 13 ...	Interview Existing ECISD Staff that Have Applied (Transfers) and External Applicants with Notification Following
				Aug-15	Open Campus as a Reconstituted Campus