

LEA Name:	Ector County ISD
Campus Name:	John B. Hood Jr. High School

CAMPUS - Data Analysis Summary

Instructions:	<p>Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis process helps inform the campus in the completion of the targeted improvement plan as required by the campus staging identification.</p> <p>The data analysis is divided into five sections. With the exception of Section III (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCDSS support specialists are available to assist with any questions that may arise throughout this process.</p>
Definition/Purpose:	Data analysis and review of student level data conducted by the campus intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1063] 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.
Summary of Findings:	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 problem statements which form the basis for the needs assessment process.

Section I - General Questions

Is your campus identified in the state accountability system?	Yes
Is your campus identified as a Priority campus?	No
Is your campus identified as a TTIPS recipient?	No

Section II - Index Questions

Index 1-Student Achievement	Did your campus meet standard for Index 1?	No
	<p><i>If your campus Index 1 score was above 60, you do not need to answer this question.</i></p> <p>If your campus did not meet standard or met standard with an Index score of 55-60, what student groups are in greatest need of improvement? (Reminder: System safeguards data can help with this analysis)</p>	<input checked="" type="checkbox"/> African American <input checked="" type="checkbox"/> Hispanic <input checked="" type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/> Special Education <input checked="" type="checkbox"/> English Language Learners
<p>The students at JBH performed 2 points below the state target of 55, scoring 53 for Index I. This is a 3 point increase from the 2013 target of 50. Gains in Reading include: W (69% to 72%); ELL (29% to 44%); and Spec. Ed. (30% to 47%); a decrease in scores were shown in the following groups: ALL (64% to 61%); AA (55% TO 37%); H (63% to 57%); and Eco. Dis. (61% to 55%). Gains in Math include: AA (41% to 46%); ELL (29% to 41%) and Spec. Ed. (23% to 40%); a decrease in scores were shown in the following groups: ALL (64% to 61%); H (53% to 50%); W (57% to 56%); Eco. Dis. (49% to and 47%). Increases in Writing included: ALL (46% to 46%); AA (38% to 50%); W (45% to 52%); and Spec. Ed. (21% to 41%). Scores for H remained the same at 46%. Science scores indicate a growth in all areas as follows: ALL (40% to 57%); H (34% to 55%); W (50% to 64%); Eco. Dis. (33% to 51%), ELL (27% to 39%), and Spec. Ed. (12% to 39%). The scores in Social Studies indicate growth, as well in the following areas: ALL (27% to 30%); H (20% to 30%); Eco. Dis. (17% to 23%), and Sped. Ed. (6% to 39%); the only decrease in Social Studies was W (42% to 37%).</p>		
	Did your campus meet standard for Index 2?	?
	<i>*see help box for score details</i>	Yes, at target or less than or equal to 2 points above target

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Index 2-Student Progress	<p><i>If your campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>If your campus Index 2 score was at target or 2 points less or above the index target, which student groups are in greatest need of improvement?</p> <p>(Reminder: Consider the exceeded progress component as well as made progress when answering)</p>	<input checked="" type="checkbox"/> African American <input checked="" type="checkbox"/> Hispanic <input checked="" type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/> Special Education <input checked="" type="checkbox"/> English Language Learners
	<p><i>If your campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>If your campus did not meet standard or met standard at 2 points or less above target, which group of students contributed to missing or narrowly meeting the Index 2 standard?</p>	<input checked="" type="checkbox"/> Students who failed in 2013 and failed in 2014 <input type="checkbox"/> Students who passed in 2013 and passed in 2014 <input type="checkbox"/> Students who were at Level III performance in 2013 and scored a Level II performance in 2014 <input type="checkbox"/> Other
	<p>Data indicates that there is approximately a 20% gap between reading and math for students who met or exceeded progress; this would indicate a need to evaluate the rigor of our math curriculum and/or instructional strategies being used in the classrooms; the percent of students Exceeding Progress is exceptionally low in math (ALL/2%; AA/0%; H/2%; W/3%; SPED/1%; and ELL/0%).</p>	
Index 3-Closing Achievement Gaps	<p>Did your campus meet standard for Index 3? ?</p> <p><i>*see help box for score details</i></p>	No
	<p><i>If your campus Index 3 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>What student groups, <i>other than economically disadvantaged</i>, were measured for your campus in Index 3?</p>	<input checked="" type="checkbox"/> African American <input checked="" type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
	<p>Trends indicate that JBH is beginning to close the gap between subgroup performance and ALL students. In 2013 the state target was 55, and JBH achieved a score of 44. The state target for 2014 was 27, and JBH scored 23. The 2014 data indicates a need for continued improvement as follows: READING (% Phase-in Satisfactory/% Advanced) - Eco. Dis. (55%/2%); AA (37%/0%); H (57%/3%) --MATH (% Phase-in Satisfactory/% Advanced) - Eco. Dis. (47%/0%); AA (46%/0%); H (50%/1%) -- WRITING (% Phase-in Satisfactory/% Advanced) - Eco. Dis. (41%/0%); H (46%/0%) --SCIENCE (% Phase-in Satisfactory/% Advanced) - Eco. Dis. (51%/3%); H (55%/4%) -- SOCIAL STUDIES (% Phase-in Satisfactory/% Adv.) - Eco. Dis. (23%/2%); H (30%/4%). Increasing the number of students scoring Level III in these subgroups will increase the Index 3 score.</p>	
	<p>Did your campus meet standard for Index 4?</p>	No

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Index 4-Postsecondary Readiness	Which component(s) of Index 4 contributed to your campus missing Index 4? There is work to be done to address the small numbers of students meeting standard at the Postsecondary Readiness level (Final Level II); ALL (11%), AA (7%), H (10%), and W (15%). This would indicate an evaluation of the level of rigor across the disciplines.	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator
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Section III - Priority

(If your campus is not identified as a priority school, move to section IV)

Which student groups contributed to the campus identification as a Priority school?	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners <input type="checkbox"/> All Students <input type="checkbox"/> N/A
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Section IV - Critical Success Factors (CSFs):

The questions above highlight the overall performance of the campus in relation to the State's indexes. The performance of the campus as measured by the indexes is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success of the campus/district as measured by the State's accountability system, **please identify the data sources used when reviewing the campus' processes for each CSF.**

(For possible data sources, see the [CSF Data Sources](#) document)

Academic Performance	<input type="checkbox"/> 2014 STAAR data was used as a baseline. System Safeguards were used. The academic performance of all students will be closely monitored by using the following data resources throughout the year - grade level common assessments, district SBAs, course exams, 3-week and 6-week grading reports, TELPAS, attendance reports, discipline referrals, Classworks Reports, iStation reports, classroom observations; and quarterly coaching meetings will be held with teachers to discuss individual student progress.
Use of Quality Data to Drive Instruction	<input type="checkbox"/> Content-area teams will meet weekly to participate in data analysis and/or participate in discussion based on what is working and what is not; data driven decision making. Students will also be empowered to analyze their own data in an effort to improve their academic performance. Resources used will be data gathered from 3-week CBAs, district SBAs, semester course exams, data reports from Eduphoria/Data Meetings during PLCs, and Student Progress Charts for students to graph their own progress.
Leadership Effectiveness	<input type="checkbox"/> Administrators will actively participate in weekly content-area PLCs, conduct daily classroom walkthroughs and provide meaningful feedback, and support teachers during quarterly coaching meetings. The Campus Leadership Team (Administrators, Dept. Heads, and CCF - campus curriculum facilitator) will also participate in a focused book study (Driven by Data) and develop a campus action plan to help facilitate effective data meetings. The CLT will debrief weekly to consistently evaluate campus progress.

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Increased Learning Time	<p>?</p> <p>The JBH Master Schedule includes a common weekly planning time for all content area teachers; each Inclusion Teacher is also a part of a content-area team. Advisory (SWAG/Students with Attainable Goals) Time will be used for intervention and/or enrichment based on student needs, as well as opportunities for students to participate in before and/or after school tutorials. Increased Learning Time may be observed in JBH Master Schedule, SWAG Time, tutorials, and campus-wide systematic approach to address student needs (i.e. PATHS/Positive Approach for Homework Support/Lunch, which allows students a designated time to redo assignments during the day).</p>
Family and Community Engagement	<p>?</p> <p>Resources currently utilized to communicate with the JBH parents include our JBH website, teacher contact information/e-mail/phone #, Principal's Page (distributed no less than quarterly), ParentLink for important announcements/reminders, Fall Welcome the Highlanders/hosted by Athletics and Fine Arts, October Open House, and JBH hosting the Parent as Partners for ELL families. The JBH Student Leadership Team led by our SAS Counselor has partnered with the Rotary Club to turn our atrium into a place where students can eat lunch and an area that we can use during campus-wide events. JBH Girl's Athletics sponsors a monthly OSW (Wrestling Event) that is open to the entire community). JBH also has a CIS (Communities in Schools) representative that is heavily involved with helping our families.</p>
School Climate	<p>?</p> <p>Data sources used to assess a positive climate for our campus will include student and teacher attendance; discipline reports, classroom walkthroughs, Open House sign-in sheets, parent conference documentation, hallway observations, weekly tardy reports, Free Dress Friday lists, facility cleanliness, and participation in quarterly Staff Stay Connected activities (i.e. Star Wars Hula Hoops, Volleyball).</p>
Teacher Quality	<p>?</p> <p>The goal at JBH will be for all staff members to continuously grow as professionals. Resources used will include, but will not be limited to STAAR, TELPAS, classroom walkthroughs, active participation in weekly PLCs, implementation of professional development/campus and district initiatives, 6-week Failure Reports, Discipline Reports, Attendance Reports, and evidence of rapport with students, staff, and parents.</p>

Section V - Identification of Problem Statements:

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the campus should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process, the campus will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

If your campus has been identified as Formerly IR, be sure to scroll down and answer the last question of this section in addition to identifying problem statements.

<p>?</p> <p>Problem Statement 1:</p>	<p>Which Index(es) does this problem statement address?</p>	<p><input type="checkbox"/> Not Applicable</p> <p><input checked="" type="checkbox"/> Index 1: Student Achievement</p> <p><input checked="" type="checkbox"/> Index 2: Student Progress</p> <p><input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps</p> <p><input checked="" type="checkbox"/> Index 4: Postsecondary Readiness</p>
<p>There is a lack of campus-wide common understanding of effective instructional planning and delivery at JBH.</p>		

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Problem Statement 2: ?	Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness
	2014 STAAR data indicates that JBH missed six Safeguards in Math: ALL (52%), AA (46%), H (50%), Eco. Dis. (47%), SPED (40%), and ELL (41%); the percentage of students meeting or exceeding progress - ALL (36%), AA (42%), H(36%), W(34%), and ELL(42); the % of students performing at the Advanced Level as indicated in Index 3 - Eco. Dis. (0%), AA (0%), and H (1%).	
Problem Statement 3: ?	Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness
	2014 STAAR data indicates that JBH missed four Safeguards in Writing: ALL(48%), H (46%), W (52%), and Eco. Dis. (41%)	
Problem Statement 4: ?	Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness
	2014 STAAR data indicates that JBH missed five Safeguards in Social Studies: ALL (30%), H (30%), W(37%), Eco. Dis. (23%), and SPED (39%)	
Problem Statement 5: ?	Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness

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Needs Assessment Summary and Improvement Plan

Definition/Purpose: After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:

Step 1: Clarify and prioritize problem statements
 Step 2: Establish the purpose of assessing root causes and establish the team
 Step 3: Gather data
 Step 4: Data analysis
 Step 5: Root cause analysis

The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

<i>Problem statements are carried over from Section V of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	There is a lack of campus-wide common understanding of effective instructional planning and delivery at JBH.	is occurring because of Root Cause #1	Root Cause 1:	Teacher turnover, JBH has 12 new content area teachers for the 2014-2015 school year.
	PS 2:	2014 STAAR data indicates that JBH missed six Safeguards in Math: ALL (52%), AA (46%), H (50%), Eco. Dis. (47%), SPED (40%), and ELL (41%); the percentage of students meeting or exceeding progress - ALL (36%), AA (42%), H(36%), W(34%), and ELL(42); the % of students performing at the Advanced Level as indicated in Index 3 - Eco. Dis. (0%), AA (0%), and H (1%).	is occurring because of Root Cause #2	Root Cause 2:	Lack of quality team planning and use of ongoing data to drive instruction
	PS 3:	2014 STAAR data indicates that JBH missed four	is occurring because of Root Cause #3	Root Cause 3:	Writing is only taught in tested grades (4th and 7th); writing is not a skill that is practiced in other content areas.
	PS 4:	2014 STAAR data indicates that JBH missed five Safeguards in Social Studies: ALL (30%), H (30%), W(37%), Eco. Dis. (23%), and SPED (39%)	is occurring because of Root Cause #4	Root Cause 4:	Eighth grade is the first year that social studies is tested. Lack of instruction to help students make connections and understand historical concepts is causing a low percentage of students meeting standard on the STAAR.
	PS 5:	0	is occurring because of Root Cause #5	Root Cause 5:	
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	

Identified and Prioritized Root Causes:
 It is important to prioritize your Root Causes so that your improvement plan is targeted and focused. Although a Campus IP/District IP is critical to overall success, the targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF 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 Root Causes.

If the district or campus would like to identify more than 10 Root Causes contact the support specialist assigned to the review.

***** Important Notice! Improvement Required (IR) districts/campuses must complete the following Attestation Statement to fulfill TEC §39.106 requirements.*****

Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

LEA Name: <i>Ector County ISD</i>			
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Needs Assessment Summary and Improvement Plan			
Root Cause 1:	Teacher turnover; JBH has 12 new content area teachers for the 2014-2015 school year.		
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		
Annual Goal:	As a result of establishing a common understanding of quality lesson planning and delivery, the percentage of students meeting Phase-in Standard on STAAR will increase at a minimum of 10%; Reading - ALL (61% to 71%), AA (37% to 47%), H (57% to 67%), W (72% to 82%), SPED (47% to 57%), Eco. Dis. (55% to 65%), and ELL (34% to 44%); Math - ALL (52% to 62%), AA (46% to 56%), H (50% to 60%), W (56% to 66%), SPED (40% to 50%), Eco. Dis. (47% to 57%), and ELL (30% to 40%); Writing - ALL (48% to 58%), H (46% to 56%), W (52% to 62%).		
Strategy:	Job-embedded professional development opportunities and collaboration will support teachers in the process of planning quality instruction and in instructional delivery that promotes active student engagement for improved learning.		
How will addressing this Root Cause impact the index/indicator/CSF?	With a commitment to quality instruction and delivery, the academic performance of all students will increase in all core content areas; therefore, having a positive effect on Indexes 1-4.		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
The CLT will establish expectations for the level of instruction expected at JBH. All teachers will participate in job-embedded professional learning to improve instruction.	Each administrator will conduct no less than 10 classroom walkthroughs per week; targeted campus-wide strategies will be evident in no less than 70% of classrooms observed.	Each administrator will conduct no less than 10 classroom walkthroughs per week; identified targeted campus wide strategies will be evident in no less than 100% of classrooms observed	Each administrator will conduct no less than 10 classroom walkthroughs per week; identified targeted campus wide strategies will be evident in no less than 100% of classrooms observed
Interventions:	Interventions:	Interventions:	Interventions:
<p>Establish clear expectations of lesson cycle; components of lesson plan</p> <p>Each teacher will be provided with a Professional Interactive PLC/Data Notebook</p> <p>Campus Leadership Team will establish criteria for classroom walkthroughs to ensure consistency with walkthrough data; establish common expectations</p> <p>Each administrator will check assigned lesson plans, provide feedback in Eduphoria, and conduct at least 10 classroom walkthroughs correlated with lesson plans viewed weekly</p>	<p>Provide training and modeling of high level questioning during weekly PLC; each teacher will include preplanned questions in weekly lesson plans; practice and reflect each week thereafter training.</p> <p>Provide training and modeling of effective strategies used when checking for understanding; practice and reflect each week thereafter training.</p> <p>With exception to Data Meetings, no less than 15 minutes will be designated during each weekly PLC session to reflect on implementation of targeted campus strategies; what is working and what needs to be adjusted.</p> <p>Each administrator will continue to check assigned weekly lesson plans and conduct no less than 10 walkthroughs, providing meaningful feedback for both.</p>	<p>Provide training and modeling on one additional strategy chosen by content area teachers to focus on; practice and reflect on implementation thereafter.</p> <p>With exception to Data Meetings, no less than 15 minutes will be designated during each weekly PLC session to reflect on implementation of targeted campus strategies; what is working and what needs to be adjusted.</p> <p>Arrange for teachers to participate in Learning Walks; observing in classrooms where there is high evidence of effective planning and delivery.</p> <p>Each administrator will continue to check assigned weekly lesson plans and conduct no less than 10 walkthroughs, providing meaningful feedback for both.</p>	<p>Continue collaborating and sharing during weekly common planning time</p> <p>Each administrator will continue to check assigned weekly lesson plans, provide feedback in Eduphoria, and conduct no less than 10 classroom walkthroughs correlated with viewed lesson plans</p>
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?
<p>1) PLC Agendas/Minutes</p> <p>2) Professional Interactive Notebook; professional development during PLCs</p> <p>3) JBH Walkthrough Data</p> <p>4) Lesson plan feedback; classroom walkthroughs; bi-weekly Campus Leadership Team Debrief Agendas/Minutes</p>	<p>1) Training agenda; implementation of including high level questions as documented in lesson plans and walkthroughs</p> <p>2) Training agenda; implementation of checking for understanding as documented in lesson plans and walkthroughs</p> <p>3) PLC Agendas/Minutes</p> <p>4) Semester Exam Results</p>	<p>1) Training Agendas/resources; lesson plans</p> <p>2) PLC Agendas/Minutes</p> <p>3) Learning Walk Reflections</p> <p>4) Lesson plan feedback; classroom walkthroughs; bi-weekly Campus Leadership Team Debrief Agendas/Minutes</p>	<p>1) PLC Agendas/Minutes</p> <p>2) Lesson plan feedback; classroom walkthroughs; bi-weekly Campus Leadership Debriebs</p> <p>3) 2015 STAAR/EOC Results</p> <p>4)</p>

If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.

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Needs Assessment Summary and Improvement Plan							
End of Quarter Reporting							
Q1 Report <i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</i>		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?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.	Each content area team has had the opportunity to participate in relevant discussion during weekly PLCs to clarify what is expected in lesson planning. In our professional interactive PLC/Data notebooks, teams were able to view and discuss the campus walkthrough form that is currently being used. A walkthrough schedule has been developed to ensure that we have a weekly schedule of which classrooms will be visited.	Describe the data or evidence used to determine if the goal will or won't be met.	According to the data that administrators have collected during walkthroughs, based on an average of 40-50 walkthroughs per week, only 53% of observations indicated evidence of checking for understanding and only 30% of observations noted questioning at the high level.	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 campus administration began working on interrater reliability with their walkthrough form. An adjustment was made to improve the form. Campus administrators will continue debriefing weekly to discuss what they are seeing and plan for professional development to support the areas of weakness.	What, if any, adjustments must be made in order to meet the annual goal?	It is highly evident that teachers need more training and practice with strategies to effectively check for understanding; increase in checking for individual vs. whole group. Campus checklist for strategies will be created, and teachers will be required to track strategies and share during weekly PLCs. Lead4ward question stems will be reviewed, as well, and grade levels will be required to include preplanned questions in PLC minutes, as well as lesson plans. Walkthrough trends will continue to be reviewed during weekly Campus Leadership Team debriefs and addressed with grade level/content areas. Learning Walks will be scheduled beginning the first week of February for teachers to observe model classrooms.	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?	
End of Year Reporting							
Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	<If there are other factors or additional explanation needed, please explain here>		

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Needs Assessment Summary and Improvement Plan			
Root Cause 2:	Lack of quality team planning and use of ongoing data to drive instruction		
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		
Annual Goal:	The number of students meeting standard in Math at Phase-in Level II on the STAAR will increase by 10% in each student group: ALL (52% to 62%), AA (46% to 56%), H (50% to 60%), W (56% to 66%), Spec. Ed. (40% to 50%), Eco. Dis. (47% to 57%), and ELL (41% to 51%); the number of ALL students Meeting to Exceeding Growth in Math will increase from 36% to 46%		
Strategy:	Teachers will receive job-embedded professional development and time for planning to collaborate and use data to make instructional decisions based on students' needs.		
How will addressing this Root Cause impact the index/indicator/CSF?	By empowering the teachers with effective strategies and time to collaborate and use data to make instructional decisions based on data, the potential for all students to raise their academic performance becomes a reality; thus positively impacting Indexes 1, 3, and 4 and allowing all students to meet or exceed progress as measured by Index 2.		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: Identify and create content area resources and instructional tools to be used in instructional planning/alignment.	Q2 Goal: Students will show a 5 point gain between the Q1 CBA and the Nov. SBA, and an additional 5 point gain between the Nov. SBA and the Semester Exam.	Q3 Goal: ALL students will score no less than 55% on spiraled March CBA; there will be no more than a 10% gap for all subgroups	Q4 Goal: ALL Student performance on the 2015 Math STAAR will increase to 62% (from 52% in 2014); all subgroups will increase by 10%
Interventions:	Interventions:	Interventions:	Interventions:
<p>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.</p> <p>Math teachers will analyze 2014 STAAR data, plotting % meeting standard on Scope & Sequence; mapping for 1st quarter planning</p> <p>Teachers will create an Interactive Data Notebook to be used as resource for 6-week preplanning; participate in TEKS study of all student expectations included in unit</p> <p>Participate in Region 18 Face to Face Content Training/Modeling</p> <p>Teachers will develop and administer 6-week CBA; students will create graph to chart individual performance</p>	<p>Continue using Interactive Notebook as a resource during common planning; participate in TEKS study of any additional student expectations introduced; reflect on what is working and what is not; adjust instruction accordingly.</p> <p>Teachers will implement strategies learned during Region 18 Content Training/Modeling.</p> <p>Teachers will administer 3-week CBAs/formative assessments (4-week for math) and the district SBA in Nov.; students will chart individual progress/SE performance.</p> <p>Teachers will identify students in need of intervention, develop plans to meet individual needs; hold student conferences to discuss progress and goals in January, and inform parents of the intervention plan.</p>	<p>Map out untaught and taught SE's in need of reteaching according to number of instructional days remaining.</p> <p>Math Camps will be monitored by administrators and the Math Dept. Head through walkthroughs, weekly grade level common assessments, and through a weekly debrief to discuss individual student progress.</p> <p>Utilize the guided math structure to provide small group instruction in the regular 7th grade math classrooms.</p> <p>Strategic scheduling to maximize student success.</p>	<p>AIPs will be developed for students not meeting standard on the Algebra I EOC.</p>
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 was collected to monitor interventions?
<p>1) Scope & Sequence/teacher developed Heat Map</p> <p>2) Interactive Data Notebooks</p> <p>3) Walkthrough data</p> <p>4) Q1 CBA</p>	<p>1) PLC Agendas/Minutes</p> <p>2) Lesson Plans/Classroom Walkthroughs</p> <p>3) Q1 CBA, Nov. SBA, and Semester Exam Data</p> <p>4) Individual Intervention Plans; parent participation</p>	<p>1) Curriculum Maps</p> <p>2) Attendance; weekly assessments</p> <p>3) Lesson plans; walkthroughs</p> <p>4) Student schedules</p>	<p>1) 2015 STAAR Math & Algebra I EOC Results</p> <p>2) AIPs</p> <p>3)</p> <p>4)</p>

LEA Name:	Ector County ISD
Campus Name:	John B. Hood Jr. High School

Needs Assessment Summary and Improvement Plan

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.							
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?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.	Our math team has begun creating their PLC/Data Notebooks and will continue to add resources. CBAs (campus based assessments) were administered the week of Oct. 20th and will result in data meetings during the week of Oct. 27th. Charts will be created and used to help students track their own progress.	Describe the data or evidence used to determine if the goal will or won't be met.	Combined scores for math (7th-9th) indicated only a 4 point gain between the district Nov. SBA (47% avg. score) and the more comprehensive district Semester Exam (51% avg. score). Semester % avgs. correct indicated: ALL (51%); Eco. Dis. Comparing the 55% threshold scores (met expectations) from Nov. SBA to Dec. Semester Exam (Nov. SBA/Dec. Semester), the results are as follows: 7th grade (18%/28%); 8th grade (44%/44%); and 9th grade (40%/50%). Although the avg. % score increase did not meet the quarter goal, there was a 10% increase in the 55% threshold score for 7th and 9th grade.	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?	Adjusted the common assessment timeline for math.	What, if any, adjustments must be made in order to meet the annual goal?	Intensive analysis of Semester Exam data will be completed during grade level data digs during the first week of January; TEKS to be spiraled/retaught for whole group. Grade level intervention plans will be developed to address student groups and appropriate strategies to meet more specific individual needs. Inclusion teachers will be included in planning and also facilitating small group instruction within the classrooms as scheduled. Class structure will be adjusted to include small group instruction within the day no less than 3 times per week per period. Before and after-school Math Camps will be implemented for students scoring < 55% in need of instructional intervention. A STAAR like CBA will be developed by our CCF and Math Coordinator to be given the first week of March. Grade levels will use spiraled common assessments to monitor progress between now and the March DBA; weekly data analysis during grade level PLCs.	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?	

End of Year Reporting

Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	<If there are other factors or additional explanation needed, please explain here>
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Root Cause 3:	Writing is only taught in tested grades (4th and 7th); writing is not a skill that is practiced in other content areas.				
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ?	On the 2015 STAAR Writing, student performance will increase from 48% in 2014 to 58% for the ALL student group, and each subgroup will increase by 10%.	
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		Strategy: ?	Students will write across the disciplines and become more active participants in analyzing their own writing.	
			How will addressing this Root Cause impact the index/indicator/CSF? ?	With writing being added to Index 2 this year, students in 7th grade must meet progress or exceed progress to improve the overall Index 2 score. By students being able to analyze their own writing, they will become empowered to improve their own writing. By writing across the disciplines, students will be able to practice writing skills, and at the same time, increase their understanding of Science, Social Studies, and Math content; positively impacting Indexes 1, 2, 3, and 4.	

LEA Name: <i>Ector County ISD</i>							
Campus Name: <i>John B. Hood Jr. High School</i>							
Needs Assessment Summary and Improvement Plan							
Interventions by Quarter							
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
? Establish a campus-wide understanding of STAAR Writing expectations for teachers and students. Q1 Goal:		? 50% of students will meet standard on the writing semester exam Q2 Goal:		? 58% of students will meet standard on the March CBA Q3 Goal:		? On the STAAR Writing, all student performance will increase to 58% and all student groups will increase by 10% Q4 Goal:	
Interventions:		Interventions:		Interventions:		Interventions:	
<i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.</i>	ELA teachers will meet with Lead Teacher at New Tech to inquire about the process that they created to improve their writing scores in 2014	1)	All core content teachers will participate in training with the district ELA coordinator to learn how to use TEA Writing Rubrics using JBH 2014 released compositions.	1)	All core content area teachers will continue to include a literacy assignment as part of their instruction	1)	Develop intervention plans for 9th graders not meeting standard on Eng. I EOC
	ELA/ESL teachers will participate in Region 18 Face to Face Content/Modeling training	2)	Core content teachers will collaboratively agree to campus wide commitments to be included as a part of their instruction; non negotiable literacy assignments/including essay and targeted grammar/skills (i.e. capitalization, punctuation, sentence structure).	2)	Students will participate in self and peer analysis of their writing	2)	
	Create Interactive Data Notebook (TEA resources, Lead4ward)	3)	All core content area teachers will include a literacy assignment as part of their instruction.	3)	Develop campus ESL support team; including teachers who have larger % of ESL students	3)	
	Campus-wide training to gain an understanding of 7th and 9th English I STAAR expectations for Writing; 7th grade teachers will participate in a jigsaw activity analyzing the 2014 released STAAR; 8th-9th grade teachers will take the 2014 Eng I EOC	4)	District SBA and semester exams will be administered; compositions will be collaboratively scored; grade level review of what is working and what needs to be adjusted for 2nd semester	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 was collected to monitor interventions?	
1) Campus notes from planning with NTO/tentative ideas for JBH plan	1)	1) PLC Agendas/Minutes/Reflections during training	1)	1) Lesson plans/Classroom Walkthroughs/student writing	1)	1) 2015 STAAR/EOC Results	
2) Implementation of strategies learned in Region 18 training; lesson plans and classroom walkthroughs	2)	2) Campus-wide Writing Commitments	2)	2) Peer editing/student evaluations	2)	2) EOC Intervention Plans	
3) Interactive Data Notebooks	3)	3) Lesson plans/classroom walkthroughs/writing assignments	3)	3) ESL Action Plan	3)	3)	
4) Released Writing STAAR completed by teachers	4)	4) SBA & semester exam results - writing plan for 2nd semester	4)	4)	4)	4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
<i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</i>							
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?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.	ELA teachers met with teachers from NTO (New Tech Odessa) on Oct. 10th to learn about the process that they used to improve their scores. After the Region 18 modeling session on Oct. 21st, ELA teachers reflected on learning and how they can use the strategies in their classrooms.. Schoolwide writing training will be held on Oct. 29th as an opportunity to establish a common purpose for the campus writing initiative.	Describe the data or evidence used to determine if the goal will or won't be met.	Semester exam data indicates that the average % score for ALL 7th grade students was 53% on the Revision and Editing portion of the assessment. Average % scores for subgroups were as follows: Eco. Dis. (53%); AA (56%); H (53%); W (54%); LEP (43%); and SPED (38%). The 55% threshold score calculated using only the revision and editing portion of the semester exam was 69%; however, the revision and editing portion of the semester exam combined with the rubric scored writing samples indicate the following at (>50%): ALL (40%); Eco. Dis. (44%); AA (50%); H (46%); W (55%); SPED (8%); and LEP (13%).	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?	With Region 18 modeling sessions for ELA being at the end of the quarter, we will continue the intervention of looking for these strategies in quarter 2.	What, if any, adjustments must be made in order to meet the annual goal?	The district ELA Coordinator will be on campus for 1/2 days three times per week to work with ELA teachers. The ESL administrator and ESL lead teacher will begin working with the district ESL Coordinator to monitor and support our teachers who serve ESL students.	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?	
End of Year Reporting							

LEA Name: Ector County ISD	
Campus Name: John B. Hood Jr. High School	
Needs Assessment Summary and Improvement Plan	
Did you meet your annual goal?	<p>Select</p> <p>If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?</p> <p> <input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals </p> <p> <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training </p> <p><If there are other factors or additional explanation needed, please explain here></p>

Root Cause 4:	Eighth grade is the first year that social studies is tested. Lack of instruction to help students make connections and understand historical concepts is causing a low percentage of students meeting standard on the STAAR.		
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Annual Goal: ?	Student performance on the 2015 Social Studies STAAR will increase from 30% in 2014 to 55% for ALL students, and the gap between ALL Students and student groups will decrease to less than 10%.
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	Strategy: ?	Collaborating and planning more rigorous instruction where students are engaged in making connections and applying historical concepts
		How will addressing this Root Cause impact the index/indicator/CSF? ?	By providing students with quality instruction and opportunities to participate in student-centered instruction, the number of students meeting standard should increase dramatically; more rigorous instruction will also have a positive impact on the percentage of students performing at Level III on the 8th grade Social Studies STAAR assessment.

Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: ? Identify and create content area resources and instructional tools to be used in instructional planning/alignment.	Q2 Goal: ? Students will show 5 point gain between the Q1 CBA, the Nov. SBA, and the Semester Exam.	Q3 Goal: ? ALL Students will score no less than 50% on spiraled March CBA; there will be no more than a 10% gap for all subgroups	Q4 Goal: ? ALL Student performance on the 2015 Social Studies STAAR will increase to 55%; all subgroups will increase by 10%
Interventions:	Interventions:	Interventions:	Interventions:
Analyze 2014 STAAR data; identifying areas of concern; highlighting on Scope and Sequence/teacher created Heat Map Work with the district Social Studies Coordinator to identify quality resources; brainstorm for simulations 8th grade will participate in Region 18 Face to Face Content Training (Oct. 28) Create and administer Q1 CBA	Teachers will collaborate in weekly PLCs and the CCF (campus curriculum facilitator) will include concepts and resources from preplanning sessions; include district Social Studies Coordinator in planning as needed. 1) Incorporate Student Interactive Notebooks. 2) 3) 8th grade teachers will participate in Region Face to Face Content Modeling 4) Use SBA and semester exam data to plan interventions during PLC data talks.	Require an increase in student interaction/interactive activities. 1) Map out untaught and taught SE's in need of reteaching according to number of instructional days remaining. 2) District Social Studies Coordinator will be included in weekly planning with teachers. 3) 4)	Analyze STAAR social studies results to plan for 2015-2016. 1) 2) 3) 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) Interactive Data Notebooks 2) List of suggested resources 3) Region 18 training/Classroom Walkthroughs/Lesson Plans	1) PLC Agendas/Minutes 2) Student Interactive Notebooks 3) Classroom Walkthroughs/implementation of training/Lesson Plans	1) Lesson plans and walkthroughs 2) Curriculum Map 3) PLC Agenda/minutes	1) STAAR Social Studies Results 2) 3)

If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.

LEA Name:	Ector County ISD
Campus Name:	John B. Hood Jr. High School

Needs Assessment Summary and Improvement Plan

4)	CBA Results	4)	SBA & Semester Exam Results	4)		4)	
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End of Quarter Reporting

Q1 Report <i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</i>		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?	Yes	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.	Our Social Studies PLC/Data Notebooks will be used for teachers to maintain notes from planning and resources. Social Studies campus based assessments were administered the week of Oct. 20th, and data meetings will be held on Oct. 29th.	Describe the data or evidence used to determine if the goal will or won't be met.	We showed a 6 point increase between the average % score of ALL students between the Nov. SBA and the Semester Exam (38 to 44). An increase in all subgroups included: Eco. Dis. (36 to 42); AA (32 to 34); H (37 to 43); W (41 to 47); LEP (33 to 39); and SPED (34 to 41). Although we had an increase between the average % score between the Nov. SBA and the Semester Exam, our 55% threshold score was only 20% for 8th grade (increase of 7% from Nov. SBA threshold of 13%).	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?		What, if any, adjustments must be made in order to meet the annual goal?	Intensive analysis of the Semester Exam data and preplanning will be completed by the end of January. The district Social Studies Coordinator will begin planning with the 8th grade teachers to address instructional gaps and to share supplemental resources. A STAAR like CBA will be developed by the CCF and district coordinator, and 3-week common assessments will be created by teachers and used to monitor progress between now and the time that students take the March CBA. The Region 18 trainings are now being offered on Saturdays due to lack of substitute teachers during the day.	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?	

End of Year Reporting

Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	<If there are other factors or additional explanation needed, please explain here>
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Root Cause 5:			
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ? <enter text>
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		Strategy: ? <enter text>
			How will addressing this Root Cause impact the index/indicator/CSF? ? <enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: ?	Q2 Goal: ?	Q3 Goal: ?	Q4 Goal: ?
Interventions:	Interventions:	Interventions:	Interventions:

LEA Name: <i>Ector County ISD</i>				
Campus Name: <i>John B. Hood Jr. High School</i>				
Accountability Monitoring State Targeted Reconstitution Plan (Supplement to the targeted Improvement Plan)				
Initial Determination Date (1 st Draft):		Staffing Decision Date (2 nd Draft):		FINAL Reconstitution Plan Date:
<i>Support Specialist Only:</i>				
Final Approval Date:		Support Specialist Name:		
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107				
	Reconstitution Determinations	Actions Planned or Taken	Timelines	Resources and Persons Responsible
Campus Redesign that Addresses Staff Changes/Retention	Interviews will be held for 100% of teachers and administrators who wish to stay on the campus. Determination was made that staff changes had to happen in order to turn the school around.	Interviews were held. Teachers and administrators were graded on a rubric scale and determinations were made on whether to keep them on staff or replace them with new people. The new	February - August, 2012	HT Sanchez, Carolyn Gonzalez, Hector Mendez, Karen Case, Wayne Squiers
Comments				
A new principal was assigned to the campus for the 2014-2015 school year. The leadership team also consists of two new assistant principals, one returning assistant principal, and three returning Dept. Heads for Math, ELA, and Social Studies. Even though the campus was fully reconstituted two years ago, there are 13 new teachers this year. Turnover continues to be high.				
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107				
	Reconstitution Determinations	Actions Planned or Taken	Timelines	Resources and Persons Responsible
Campus Redesign that Addresses Structural and Managerial Innovations	Block scheduling was implemented.	Block scheduling was implemented but was not effective. For the 2013-2014 school year, the schedule has been readjusted to eliminate the block concept.	<enter text>	<enter text>
Comments				
During the 2014-2015 school year, JBH continues to operate within a traditional 7 period day. Block scheduling is still not being considered as an alternative at this time.				
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107				
	Reconstitution Determinations	Actions Planned or Taken	Timelines	Resources and Persons Responsible
Campus Redesign that Addresses Sustained Professional Development	Project Based Learning was implemented and the accompanying training is ongoing.	PBL was started in 2012-2013 and is being continued into the 2013-2014 school year.	<enter text>	<enter text>

LEA Name: <i>Ector County ISD</i>	
Campus Name: <i>John B. Hood Jr. High School</i>	
Accountability Monitoring State Targeted Reconstitution Plan (Supplement to the targeted Improvement Plan)	
Comments	
During the 2014-2015 school year, JBH continues to offer traditional instruction. Although our campus is not a PBL campus, the innovative strategies that are a part of PBL certainly still remain as components of great teaching (i.e. integrated instruction, real-world problem solving, student presentations).	
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107	Reconstitution Determinations ?
Actions Planned or Taken ?	Timelines ?
Resources and Persons Responsible ?	
Campus Redesign that Addresses Structural and Managerial Innovations	The ninth grade was removed from this campus, leaving only two grade levels for the 2012-2013 school year.
Removing the ninth grade with a plan to move to the middle school concept was effective for growth in the 2012-2013 school year. Financial and logistical considerations have forced	<enter text>
Comments	
The district decision was for 9th grade students to return to JBH during the 2013-2014 school year. Ninth grade students continue to be housed on the JBH campus during the 2014-2015 school year. Our district has been in the process of transitioning our current jr. high campuses into middle schools for the 2015-2016 school year. John B. Hood Jr. High will become Wilson-Young Medal of Honor Middle School, serving 6th, 7th, and 8th grade students. Our district has also rezoned our attendance zones, which will also have a positive impact on our enrollment.	

LEA Name: <i>Ector County ISD</i>				
Campus Name: <i>John B. Hood Jr. High School</i>				
Accountability Monitoring State Targeted Reconstitution Plan (Supplement to the targeted Improvement Plan)				
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107	Reconstitution Determinations	Actions Planned or Taken	Timelines	Resources and Persons Responsible
Campus Redesign that Addresses Sustained Professional Development	PBIS and CHAMPS programs were implemented on the campus for the 2013-2014 school year.	Teachers were trained and supported for school-wide implementation. School-wide expectations were developed and implemented on the campus.	<enter text>	<enter text>
Comments				
PBIS/CHAMPS continues to be implemented at JBH during the 2014-2015 school year. The new principal and the two new assistant principals attended the 3-day initial training during August 2014 staff development.				
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107	Reconstitution Determinations	Actions Planned or Taken	Timelines	Resources and Persons Responsible
Campus Redesign that Addresses Structural and Managerial Innovations	<enter text>	<enter text>	<enter text>	<enter text>
Comments				
During the 2014-2015 school year, Professional Learning Communities (PLCs) continue to be utilized as a way to provide job-embedded professional development and/or time for grade levels/depts. to collaborate in an effort to improve teaching and learning for all. All administrators continue to conduct classroom walkthroughs and provide relevant feedback to teachers.				
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107	Reconstitution Determinations	Actions Planned or Taken	Timelines	Resources and Persons Responsible
Campus Redesign that Addresses Sustained Professional Development	<enter text>	<enter text>	<enter text>	<enter text>
Comments				
<enter text>				

LEA Name: <i>Ector County ISD</i>				
Campus Name: <i>John B. Hood Jr. High School</i>				
Accountability Monitoring State Targeted Reconstitution Plan (Supplement to the targeted Improvement Plan)				
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107	Reconstitution Determinations	Actions Planned or Taken	Timelines	Resources and Persons Responsible
Campus Redesign that Provides a Rigorous and Relevant Academic Program	A strong focus is being placed on curriculum alignment through the use of benchmarks and unit tests. Eduphoria will be utilized to monitor the data as the tests are given.	Administration will be walking through classes to monitor delivery of rigor in the classrooms. Data talks and PLCs will be held to hold staff accountable.	<enter text>	<enter text>
Comments				
<enter text>				

LEA Name:	Ector County ISD
Campus Name:	John B. Hood Jr. High School

Corrective Action Plan

Instructions

The LEA must include noncompliance that is **new (LEA has not yet received Agency notification), current (within one year of Agency notification), and/or continuing (noncompliance has exceeded one year) in this CAP.** The LEA must conduct monitoring to determine the progress of implementation of the CAP, provide updates to the TEA regarding CAP implementation, and submit documents verifying implementation of corrective actions upon request.

The LEA is required to correct any noncompliance items as soon as possible, but in no case may the correction take longer than one calendar year from the date of identification of noncompliance. Failure to correct noncompliance within required timelines will result in elevated interventions or sanctions as referenced in 19 Texas Administrative Code (TAC) §89.1076, Interventions and Sanctions, and §97.1071, Special Program Performance; Intervention Stages.

Sources of Noncompliance

- | | |
|---|---|
| 1. Sustained complaint allegations | 5. Continuing noncompliance issue |
| 2. Adverse due process hearing decisions | 6. Noncompliance identified as result of review of documentation by TEA |
| 3. Current focused data analysis and/or Compliance Review | 7. Noncompliance identified as a result of non-public review |
| 4. Noncompliance identified as a result of on-site visit and/or desk review | 8. Noncompliance identified through submission of State Performance Plan (SPP) data |

Source of Noncompliance (# of source listed above)	Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC.</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
	Select					
	Select					
	Select					

LEA Name: *Ector County ISD*

Campus Name: *John B. Hood Jr. High School*

Corrective Action Plan

	Select					
	Select					
	Select					
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	Select					

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LEA Name: *Ector County ISD*

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Corrective Action Plan

	Select					
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