



INDEX 3: CLOSING THE ACHIEVEMENT GAP

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Accountability measure is determined by the performance of three student subgroups on all tests within Index 1 including:

- Economically Disadvantaged
- African American
- Hispanic



ECISD MET STANDARD INDEX 3

State standard 50
ECISD scored 58

CREDIT RECOVERY THROUGH ODYSSEYWARE

- Odysseyware is currently supported in our district plan under Strategic Priority (SP) 1.1, SP 1.9 and SP 2.2.
- It is utilized by all elementary and secondary campuses in grades 6-12.
- Grades 6-8 use credit recovery courses for 6 & 9 weeks credit recovery.


STUDENT SUCCESS INITIATIVE (SSI)

- SSI is supported in our district plan under SP 1.1, SP 1.9 and SP 2.2.
- SSI begins prior to the end of the school year and continues until the third test administration.
- An extended year program is offered at 5th and 8th grade for math and reading.
- An extended year program is offered to our high school students based on EOC need.
- Credit Recovery for seniors lacking less than two and a half credits to graduate.

TUTORING (SP 1.1 AND SP 1.2)

Tutoring is offered through...

- Homeless services,
- AVID,
- Teen Reach Advocacy Counselors (TRAC), and for
- Identified at-risk students at all campuses.



HOMELESS SERVICES

- Non-Title One campus homeless students are provided tutoring at the COC (Community Outreach Center), motels, and temporary homes of the identified homeless students.
- A certified teacher serves as the homeless liaison to coordinate the academic planning and credit recovery needs of our secondary students.

AVID (SP 1.1 AND SP 1.2)

- District wide elementary campuses 4th through 6th grades include note taking strategies and higher order thinking.
- LBJ's program serves grades K-6 at principal's request.
- Secondary campuses implement AVID as an elective class and offer tutoring geared at problem solving with high level questioning.
- Summer AVID program targets closing performance gaps in Math.

TRAC (SP 1.1, SP 1.2 AND SP 2.5)

- TRAC students receive tutoring in unique settings based on their individual needs as follows:
 - At our high schools in small class environments,
 - At the Community Outreach Center, and
 - In their homes.

TRANSITION PLANNING (SP 2.3)

- Pre-K Roundup's at both Pre-K centers.
- Annual parent luncheon hosted by Head Start is attended by ECISD staff to provide information to parents.
- Information sent to parents through press releases, district and school websites, newspaper, school newsletters, parent conferences and Parent Link.
- Parent information meetings hosted at receiving campuses.
- School counselors provide educational planning at transition grades.



CLOSING THE GAPS: ATTENDANCE

- SP 1.5 and SP 1.7 support attendance goals in our district plan.
- The current state goal addressing attendance states targeted subgroups will increase to a minimum of 95% .

BALANCED LITERACY INITIATIVE 1.1 AND SP 1.2)

- All K-2 teachers were trained in Balanced Literacy.
- Bilingual/ESL classroom teachers were trained through grade 6 in Balanced Literacy.
- All K-6 grade teachers were trained in Figure 19/Comprehension strategies.
- Secondary teachers were trained in Figure 19/Comprehension strategies.
- Reading Specialists provide job embedded professional support to teachers.
- Reading Coaches are working with high needs students.
- Reading libraries are being utilized at elementary regular and bilingual/ESL classrooms.



BALANCED LITERACY INITIATIVE CONTINUED

Next steps include,

- Expanding Balanced Literacy activities established this year to serve students in grades 3-5.
- Support 7th grade reading program, &
- Developing Balanced Literacy in Math.

SHELTERED INSTRUCTION OBSERVATION PROTOCOL AND ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS) (SP 1.1)

- Teachers have been trained on the 8 components of SIOOP and ELPS.
- The ELPS are utilized during lessons to ensure that students develop their reading, writing, listening and speaking skills.
- The goal is for all teachers to be knowledgeable about best practices that help English Language Learners (ELL's) and are also best practices for all students.
- Evidence of implementation is gathered during administrative walkthroughs, lesson plan checks, and in Professional Learning Communities (PLC) discussions.
- Continued support and training for teachers over implementation is ongoing.

CAMPUS SUPPORT (SP 1.1)

TEACH

MENTOR

SUPPORT

ADVOCATE

- Campus Curriculum Facilitators (CCF) at each campus support teachers in curriculum & instruction, discipline, and organization.
- Reading Specialists assist teachers in the implementation of Balanced Literacy strategies.
- Improvement Required (IR) campuses are supported by the District Coordinator of School Improvement (DCSI) and a Professional Service Provider (PSP).
- Coca Cola Valued Youth Tutors from OHS assist targeted campus by tutoring students during the school day.
- Community Outreach Center (COC) supports families and helps improve student attendance.
- Dyslexia teachers provide services to identified students.
- Reading Coaches provide support to 5 assigned schools.
- Student Assistant Services (SAS) counselors support campuses with high needs.
- Superintendent Leadership Team (SLT) & Instructional Leadership Team (ILT) “campus buddy” promotes communication and collaboration between campuses and central office.

IN CLOSING...

- It is our committee's recommendation that the goals & strategic priorities from the 13-14 district improvement plan be continued.
- This subcommittee would like to sincerely thank everyone working in the supplemental programs mentioned in this presentation. We recognize their hard work and dedication to the students of ECISD. Thank you.