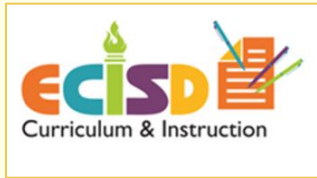



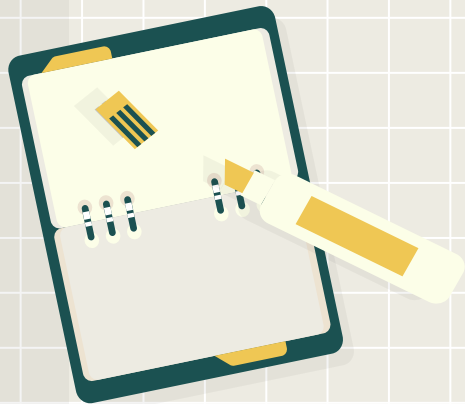


Humanities Update 2024



May 14, 2024





Hello!

2

Dr. Andrea Moreno-Hewitt
Executive Director of
Curriculum & Instruction

Ellen Smith
Elementary
Reading Language Arts Coordinator

Valerie Stiles
Secondary
Reading Language Arts Coordinator

Dr. Lilia Nanez
Associate Superintendent of
Curriculum & Instruction

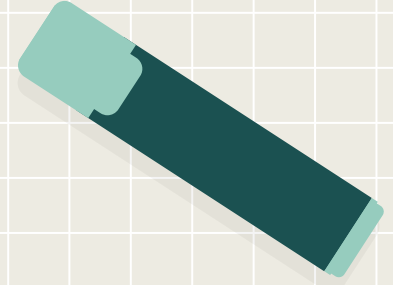
Lisa Wills
Executive Director of
Curriculum & Instruction

Becky Ramirez
PK-12 Social Studies Coordinator

Stephanie Garcia
Languages Other Than English
Coordinator



Humanities



Elementary Reading
Language Arts

Secondary Reading
Language Arts

PK-12 Social Studies

Language Other Than
English

3



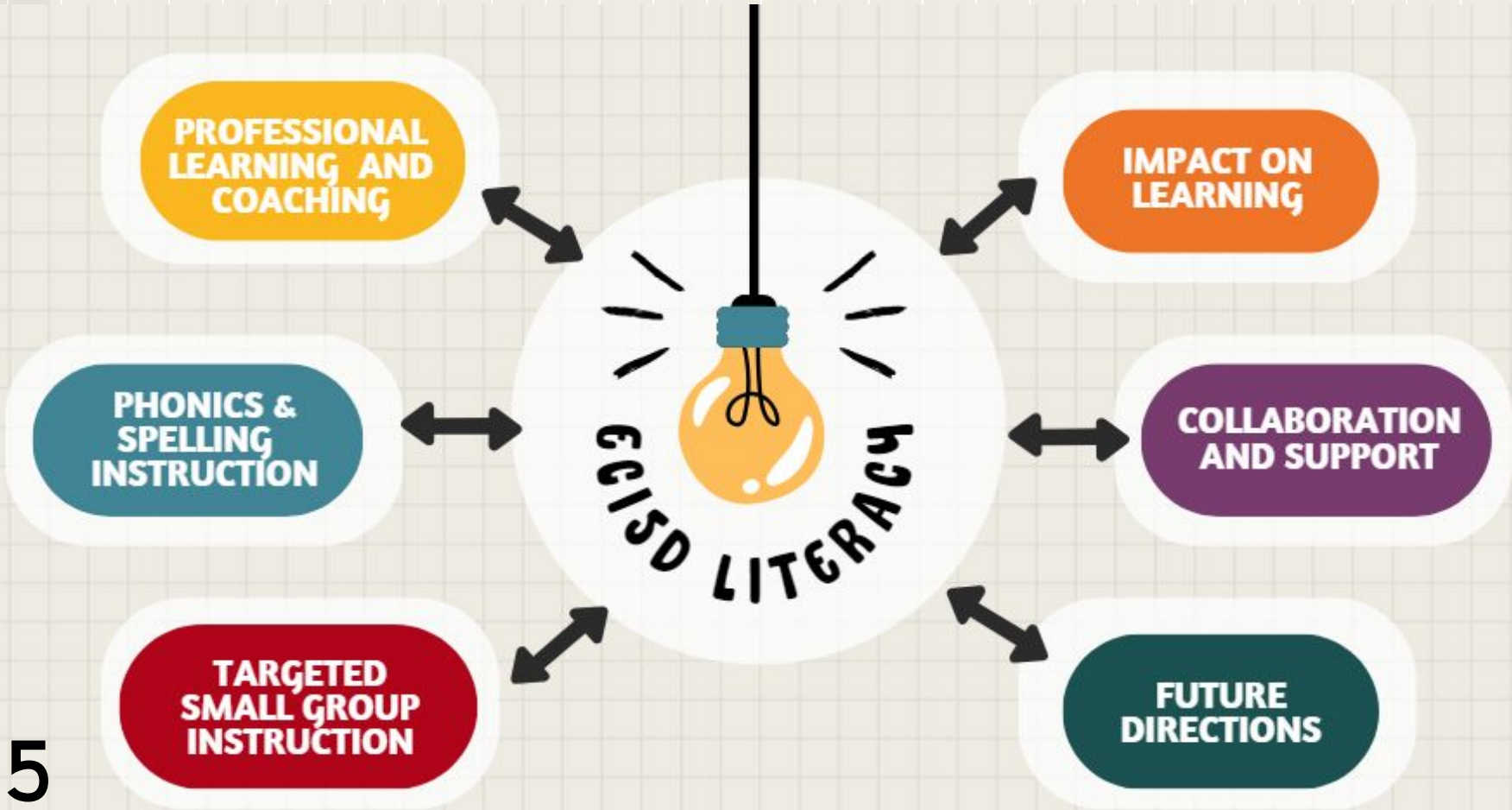


01



Elementary Reading Language Arts





**PROFESSIONAL
LEARNING AND
COACHING**

**IMPACT ON
LEARNING**

**PHONICS &
SPELLING
INSTRUCTION**

**COLLABORATION
AND SUPPORT**

EJISD LITERACY

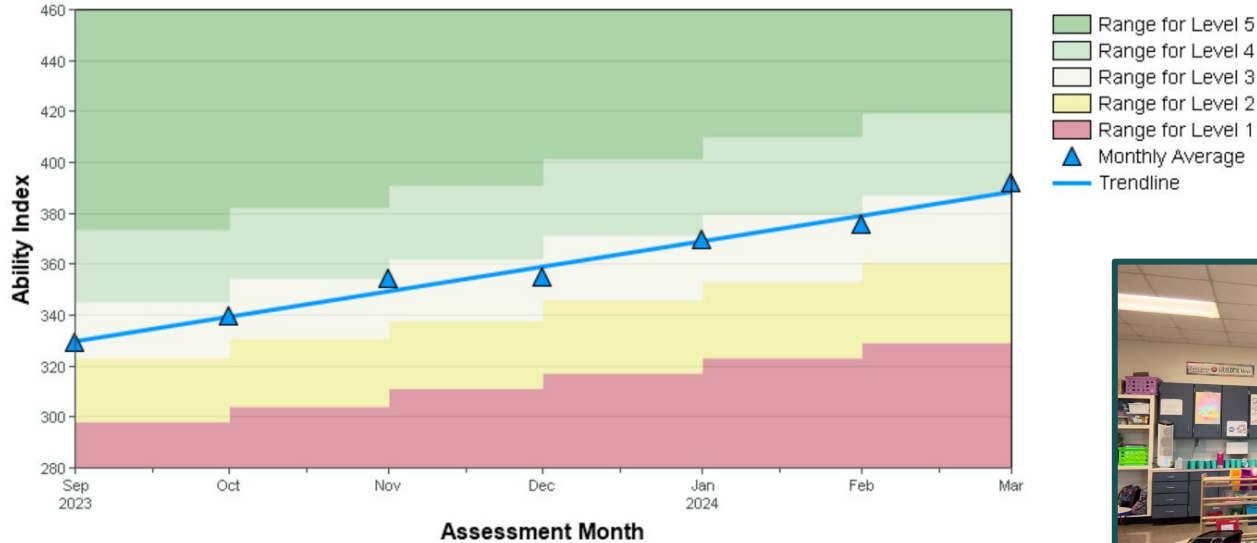
**TARGETED
SMALL GROUP
INSTRUCTION**

**FUTURE
DIRECTIONS**

ISIP™ Early Reading results for LANGUAGE G 1 01 - PERRIN

at Pease Elementary School - School Year 2023/2024

1st Grade - Overall Reading



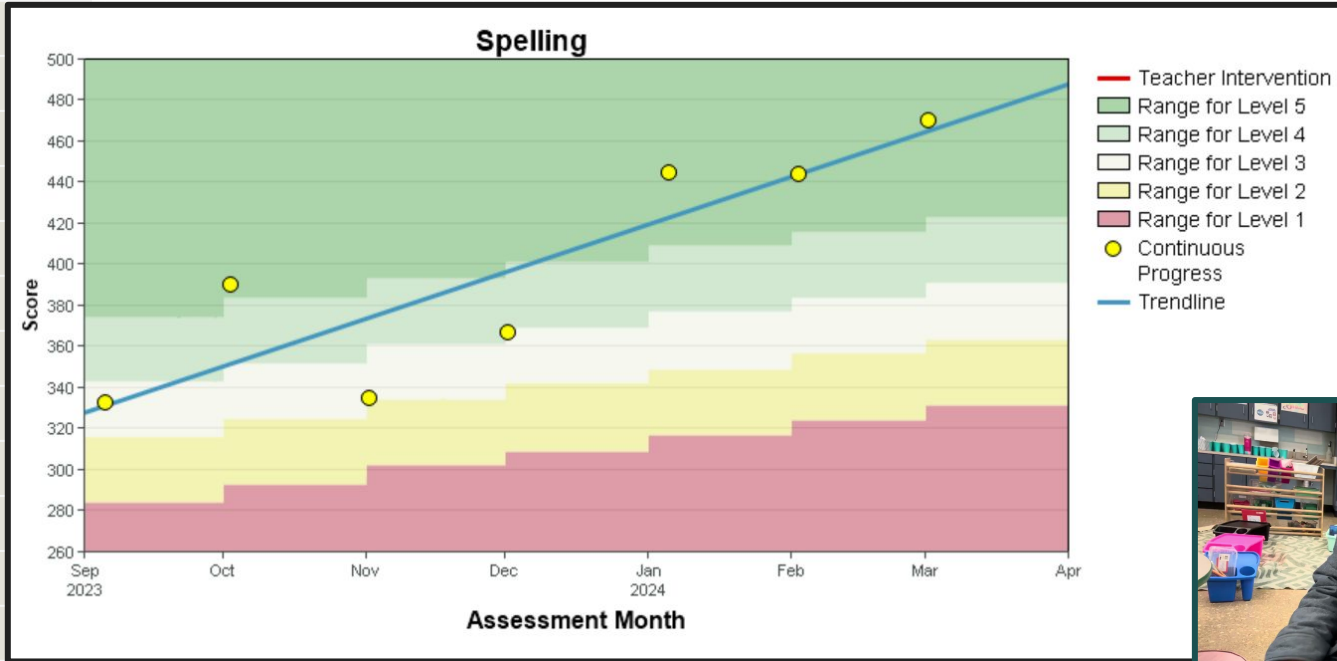
Jaclyn Perrin
1st Grade
Pease Elementary



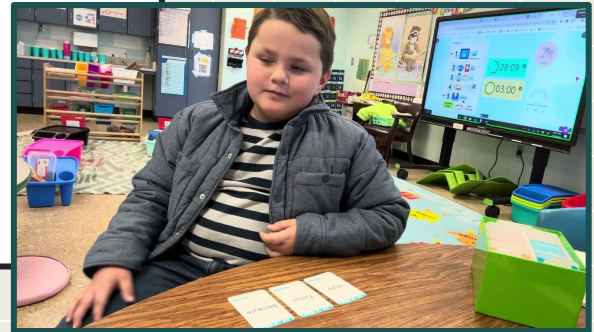
6

TARGETED
SMALL GROUP
INSTRUCTION

PHONICS &
SPELLING
INSTRUCTION



Joshua
1st Grade
Pease Elementary



7

**TARGETED
 SMALL GROUP
 INSTRUCTION**

**PHONICS &
 SPELLING
 INSTRUCTION**

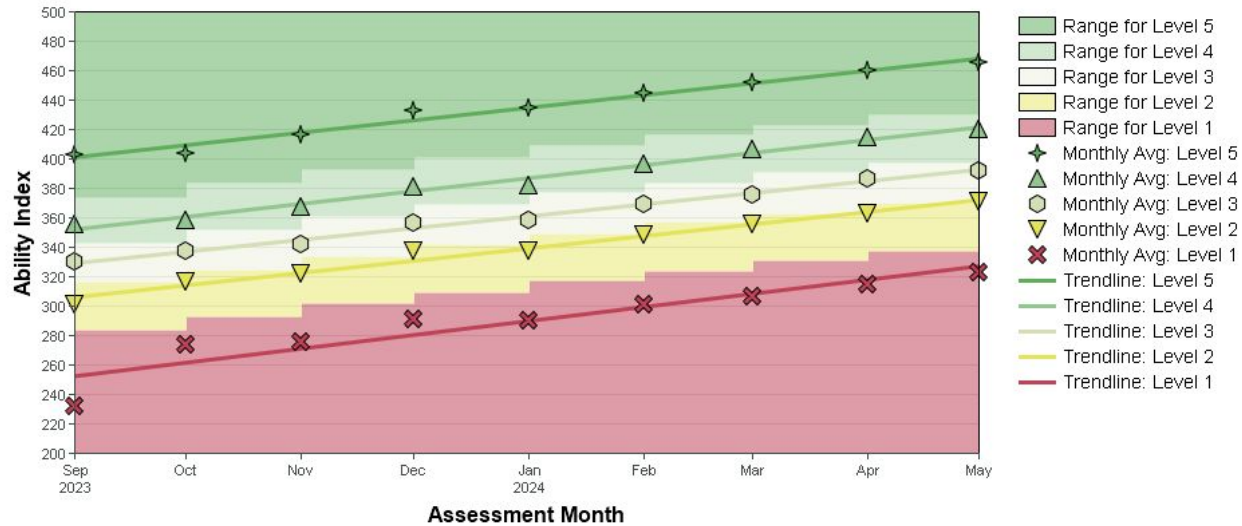
1st Grade

Skill Growth by Level

ISIP™ Early Reading results for Ector County ISD

School Year 2023/2024 for Gen Ed (Student Group)

1st Grade - Spelling



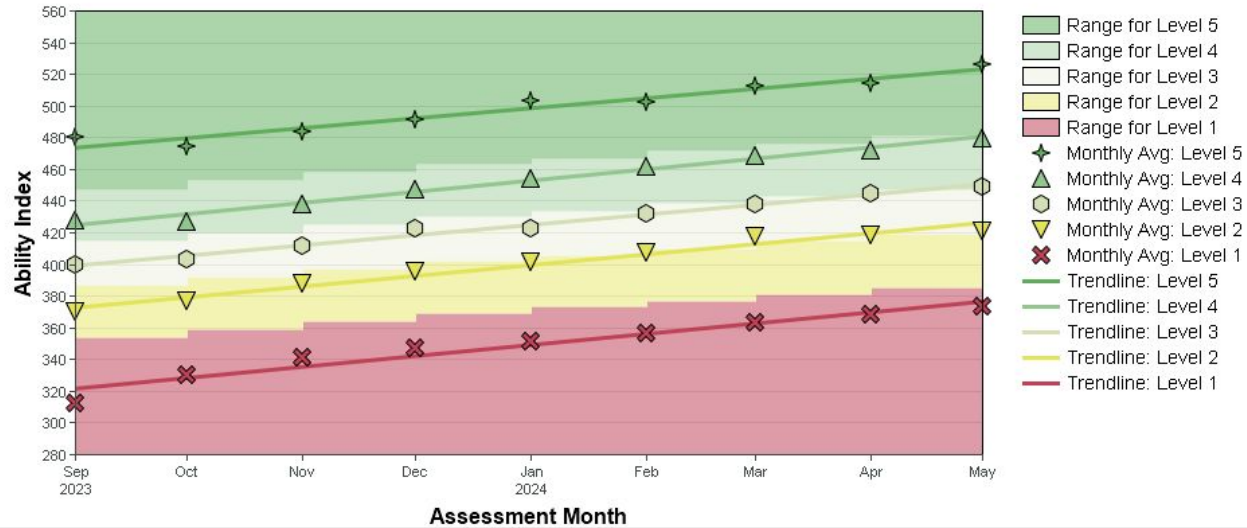
2nd Grade

Skill Growth by Level

ISIP™ Early Reading results for Ector County ISD

School Year 2023/2024 for Gen Ed (Student Group)

2nd Grade - Spelling

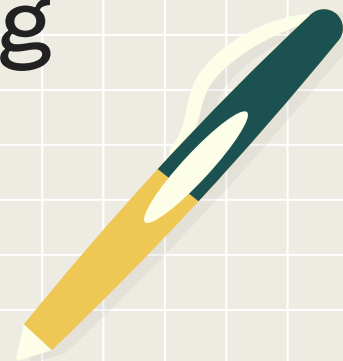




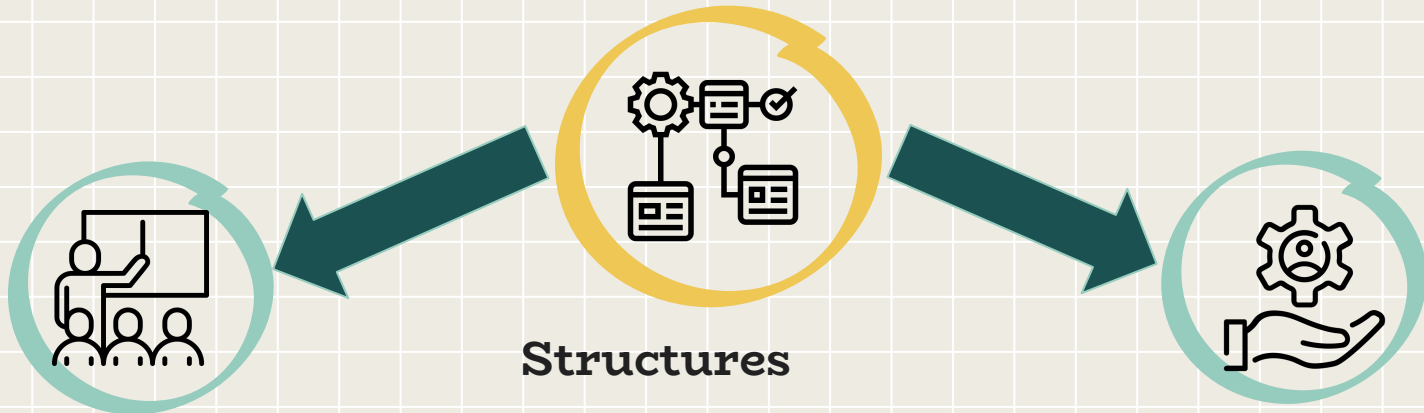
02



Secondary Reading Language Arts



Planning with Intention



Structures

Whole Group Instruction

- On grade level TEKS based core instruction
- Rigorous
- Engaging
- Collaborative

- PLCs
 - Backwards Planning
 - Data Driven Instruction
 - Mini PD
 - Standards Aligned Lesson Planning
- Research Based instructional Strategies (RBIS)

Small Group Instruction

- Differentiated leveled instruction
- Skill based instruction
- Data talks with students



Data Driven Instruction Step 1 mock practice during Jan. 3rd district professional learning



Data talks with students during Jan. 3rd district professional learning

Read the article “One Book, One Camel.” Based on the information in the article, write a response to the following: Explain how the Camel Mobile Library has affected people of Garissa.

In Garissa camels deliver books to children by wearing boxes secured tightly on their sides. The Camel Mobile Library has affected the people of Garissa by teaching people how to read and getting them excited about literacy.

In paragraph three it states that, “Permanent libraries aren’t always nearby, so books come to the people instead.” This means that to receive books someone has to travel through the hot and dry desert.

In paragraphs six and seven it explains that many vehicles have trouble getting to Garissa, so because camels are able to withstand the harsh environment and locals are used to seeing camels with goods they decided to use camels as transportation of books

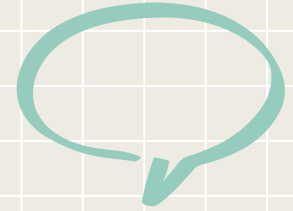
In conclusion the affects of the Camel Mobile Library were able to help so many people learn to read. In fact, about 80% of adults in Garissa can read and thanks to the genius invention of the Camel Mobile Library people will continue to learn and hopefully almost everyone in Garissa will be able to read and write!

13

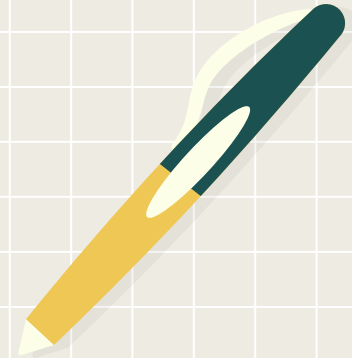
Written by a 6th grade ECISD student that scored a 9 out of 10 possible points using ECISD RACER strategy



04



Languages Other Than English



Performance Acknowledgment In Bilingualism and Biliteracy [PABB]



WHAT IS IT?

Recognition for
Proficiency in English &
Another Language



Performance Acknowledgment In Bilingualism and Biliteracy [PABB]



Future
Focused



Global Citizen



Life Ready



Community
Influencer

WHAT ARE THE BENEFITS?

- Academic and career opportunities
- Global citizenship
- Identity, language, and heritage
- Job opportunities
- Pay advantages



Performance Acknowledgment In Bilingualism and Biliteracy [PABB]



HOW ARE STUDENTS RECOGNIZED?

- Graduation cord
- Diploma of excellence
- Public recognition
- Notation on their transcript



HOW DO STUDENTS QUALIFY?

- English and LOTE grades 80+
- AP or IB exam
- *Emergent Bilinguals must also have participated and successfully exited the bilingual or ESL program.



Performance Acknowledgment In Bilingualism and Biliteracy [PABB]



Growing numbers



62

students in 2023



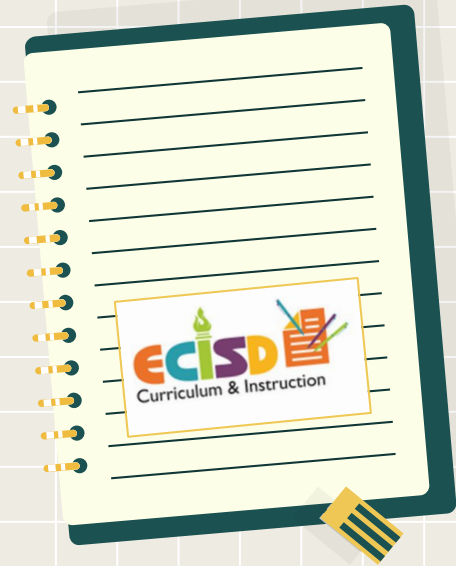
120

students in 2024



+35 on track

Thank You
for Your
Time



25

