

LEA Name:	Ector County ISD
Campus Name:	Ross Elementary

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	<p>Did your campus meet standard for Index 1?</p> <p align="center">Yes, with an Index score of 55-60</p>	<input 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 <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/> Special Education <input checked="" type="checkbox"/> English Language Learners
	<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?</p> <p>(Reminder: System safeguards data can help with this analysis)</p>	
Index 2-Student Progress	<p>Did your campus meet standard for Index 2?</p> <p align="center">Yes, with score greater than 2 points above target</p>	<input type="checkbox"/> African American <input 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 <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners
	<p><i>*see help box for score details</i></p> <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>	
	<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 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

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<Provide additional information here>		
Index 3-Closing Achievement Gaps	Did your campus meet standard for Index 3? <i>*see help box for score details</i>	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 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
	<Provide additional information here>	
Index 4-Postsecondary Readiness	Did your campus meet standard for Index 4?	Yes
	Which component(s) of Index 4 contributed to your campus missing Index 4?	<input checked="" 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
	The calculation tables indicate the campus have enough student performance to be four points above standard	

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 checked="" 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	Data tables and summaries, district and campus standards based assessments, teacher created unit exams, Lead Forward "heat maps" State calculation tables and system safeguards
Use of Quality Data to Drive Instruction	data analysis, by student group, of district and campus standards based assessments, item analysis of assessments were used by PLCs to discover reasons students did not answer items correctly. Use of question data banks to create unit exams yielded information about teachers' understanding of the critical thinking involved in STAAR. The teachers were not creating appropriate assessments (see Bambrick model)

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Leadership Effectiveness	Classroom walk through forms indicated the extent to which leadership initiatives were being implemented such as each teachers keeping a data binder and whether or not instructional strategies which were discussed in PLCs were actually being implemented by teachers. There was quite a bit of follow-up on these items conducted by the principal, assistant principal, and curriculum facilitator according to observation measures and meetings with staff about deficiencies discovered. Job embedded staff development was used to help teachers implement instructional strategy initiatives that were appropriate to what the teachers were doing and planning.
Increased Learning Time	One of the advantages of moving from departmentalized to self contained is the time it takes for students to move from one classroom to another. Transition time between classes was measured several times and it was found that transitions took up to fifteen minutes by the time instruction started in the new class. Some time for SPED students will be increased by working within the regular ed classroom where possible instead of transitioning to resource classrooms if that is possible, given the ARD preferences for services. This only applies to SPED students who will be taking the STAAR test this year because there is no modified or accomodated test. Self contained classrooms also offer the opportunity for teachers to use cross-disciplinary units to maximize instructional time. This conserves time, especially for Reading, Writing, Listening, and Speaking using the content vocabulary and the ELPs where applicable.
Family and Community Engagement	District demographic data indicates a shift in the Ross attendance area, away from the central location. Ross is a highly mobile population of about 26%. Parents come from all parts of the city to attend meetings pertain to their children's needs such as ARDs and LPACs. There is a group of very active parents who are very loosely organized and are a help to the school. The school aims to formalize this organization and provide more opportunities for parent engagement. There is a church that uses the school facilities for youth activities. The school is looking for more opportunities to have the community be more involved with the school
School Climate	A school climate survey was conducted during the spring. Teachers and parents participated in the survey.
Teacher Quality	A score variance between teacher developed tests and benchmarks which were released tests. Upon examination of this, it was determined that teachers do not understand the level of critical thinking involved in the STAAR assessment, nor do they understand the TEKS in ways that will help them teach students at the rigor of STAAR. Job-embedded staff development on rigorous assessment, research based instructional strategies, and new test banks that test at the rigor of STAAR will be provided.

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.

Problem Statement 1:	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
	Student achievement and progress are low.	
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
	Teachers do not know how to collect, interpret, and employ data to improve instruction	

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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
	Parental involvement is low at Ross Elementary	
Problem Statement 4:	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
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
	<type your problem statement here>	
Problem Statement 6:	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
	<type your problem statement here>	
Problem Statement 7:	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
	<type your problem statement here>	
Problem Statement 8:	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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DISTRICT - 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 helps inform the district in the completion of the targeted improvement plan as required by the district staging identification.</p> <p>The data analysis is divided into six sections. Please answer Section I- General Questions as it will help you determine the remaining questions required for the district data analysis process. All districts will complete sections I, V, and VI, however, the remaining sections are based on the district responses to Section I. Please note, when going through the data analysis process, there are no sections that should be answered in isolation. Each section plays a critical role in this process. If you have any questions throughout this process, please contact your TEA/TCDSS support specialist.</p>
Definition/Purpose:	Data analysis and review of student level data conducted by the district leadership team [Texas Education Code (TEC) §39.102-104 (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.
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 district identified in the state accountability system?	Select
Is your district staged in the Performance-Based Monitoring (PBM) system which includes Bilingual Education/English as a second Language (BE/ESL), career and technical education (CTE), No Child Left Behind (NCLB), and special education (SPED)?	Select
Is your district staged in Residential Facilities (RF)?	Select

Section II - Index Questions

(If your district is not rated Improvement Required, move to Section III)

Index 1-Student Achievement	<p>Did your district meet standard for Index 1?</p> <p><i>If your district Index score was above 60, then you do not need to answer this question</i></p> <p>If your district did not meet standard or met standard with an Index score of 55-60, what student groups are in greatest need?</p> <p>(Reminder: System safeguards data can help with this analysis)</p>	Select
	<p><Provide additional information here></p>	<input type="checkbox"/> African American <input 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 <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners
Index 2-Student Progress	<p>Did your district meet standard for Index 2?</p> <p><i>If your district Index 2 score was 23 or higher, then you do not need to answer this question.</i></p> <p>If your district Index 2 score was at target, or 6 points less 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>	Select
	<p><Provide additional information here></p>	<input type="checkbox"/> African American <input 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 <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners

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Needs Assessment Summary and Improvement Plan																																																		
Definition/Purpose:	<p>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:</p> <p>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</p> <p>The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</p>																																																	
	<table border="1"> <tr> <td>PS 1:</td> <td>Student achievement and progress are low.</td> <td>is occurring because of Root Cause #1</td> <td>Root Cause 1:</td> <td>Teachers do not have a working understanding of some basic principles of instruction such as: assessment at the rigor of STAAR, of the TEKS, and how process, readiness, and supporting standards are at play in the curriculum, of research based instructional practices and how to apply various strategies for particular learning objectives, of the "Socratic method"--with embedded content and language vocabulary--to engage student's higher order thinking in the classroom for any topic"</td> </tr> <tr> <td>PS 2:</td> <td>Teachers do not know how to collect, interpret, and employ data to improve instruction</td> <td>is occurring because of Root Cause #2</td> <td>Root Cause 2:</td> <td>Teachers have not been taught how to extract data from district sources and interpret the data at the level of a student level review, with an intent to improve achievement for all students</td> </tr> <tr> <td>PS 3:</td> <td>Parental involvement is low at Ross Elementary</td> <td>is occurring because of Root Cause #3</td> <td>Root Cause 3:</td> <td>Parents have not been encouraged to participate in school activities</td> </tr> <tr> <td>PS 4:</td> <td>0</td> <td>is occurring because of Root Cause #4</td> <td>Root Cause 4:</td> <td></td> </tr> <tr> <td>PS 5:</td> <td></td> <td>is occurring because of Root Cause #5</td> <td>Root Cause 5:</td> <td></td> </tr> <tr> <td>PS 6:</td> <td></td> <td>is occurring because of Root Cause #6</td> <td>Root Cause 6:</td> <td></td> </tr> <tr> <td>PS 7:</td> <td></td> <td>is occurring because of Root Cause #7</td> <td>Root Cause 7:</td> <td></td> </tr> <tr> <td>PS 8:</td> <td></td> <td>is occurring because of Root Cause #8</td> <td>Root Cause 8:</td> <td></td> </tr> <tr> <td>PS 9:</td> <td></td> <td>is occurring because of Root Cause #9</td> <td>Root Cause 9:</td> <td></td> </tr> <tr> <td>PS 10:</td> <td></td> <td>is occurring because of Root Cause #10</td> <td>Root Cause 10:</td> <td></td> </tr> </table>	PS 1:	Student achievement and progress are low.	is occurring because of Root Cause #1	Root Cause 1:	Teachers do not have a working understanding of some basic principles of instruction such as: assessment at the rigor of STAAR, of the TEKS, and how process, readiness, and supporting standards are at play in the curriculum, of research based instructional practices and how to apply various strategies for particular learning objectives, of the "Socratic method"--with embedded content and language vocabulary--to engage student's higher order thinking in the classroom for any topic"	PS 2:	Teachers do not know how to collect, interpret, and employ data to improve instruction	is occurring because of Root Cause #2	Root Cause 2:	Teachers have not been taught how to extract data from district sources and interpret the data at the level of a student level review, with an intent to improve achievement for all students	PS 3:	Parental involvement is low at Ross Elementary	is occurring because of Root Cause #3	Root Cause 3:	Parents have not been encouraged to participate in school activities	PS 4:	0	is occurring because of Root Cause #4	Root Cause 4:		PS 5:		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:
PS 1:	Student achievement and progress are low.	is occurring because of Root Cause #1	Root Cause 1:	Teachers do not have a working understanding of some basic principles of instruction such as: assessment at the rigor of STAAR, of the TEKS, and how process, readiness, and supporting standards are at play in the curriculum, of research based instructional practices and how to apply various strategies for particular learning objectives, of the "Socratic method"--with embedded content and language vocabulary--to engage student's higher order thinking in the classroom for any topic"																																														
PS 2:	Teachers do not know how to collect, interpret, and employ data to improve instruction	is occurring because of Root Cause #2	Root Cause 2:	Teachers have not been taught how to extract data from district sources and interpret the data at the level of a student level review, with an intent to improve achievement for all students																																														
PS 3:	Parental involvement is low at Ross Elementary	is occurring because of Root Cause #3	Root Cause 3:	Parents have not been encouraged to participate in school activities																																														
PS 4:	0	is occurring because of Root Cause #4	Root Cause 4:																																															
PS 5:		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:																																															
Problem Statements (PS):	<p><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></p>																																																	
<p>Identified and Prioritized Root Causes:</p> <p>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.</p> <p><i>If the district or campus would like to identify more than 10 Root Causes contact the support specialist assigned to the review.</i></p>																																																		

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Root Cause 1:	Teachers do not have a working understanding of some basic principles of instruction such as: assessment at the rigor of STAAR, of the TEKS, and how process, readiness, and supporting standards are at play in the curriculum, of research based instructional practices and how to apply various strategies for particular learning objectives, of the "Socratic method"--with embedded content and language vocabulary--to engage student's higher order thinking in the classroom for any topic"		
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 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 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:	All students in all subgroups and all tested content areas, will achieve at least 70% mastery on their STAAR tests for all TEKS tested.		
Strategy:	Teachers will receive job-embedded PD on Assessment at the rigor of STAAR, research-based instructional practices that produce the expected results, and PD about the new TEKS and how to leverage process, supporting, and readiness standards.		
How will addressing this Root Cause impact the index/indicator/CSF?	This multi-layered approach, which combines effective, monitored staff development with monitored student performance through formative assessments like standards based assessments, benchmarks, and unit exams, should produce the performance, program and staff development objectives indicated by the quarterly goals and produce the outcome to raise performance to the 70% level for all student groups.		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: 70% of all students and all student groups will pass the standards based assessments for student expectations taught during the quarter.	Q2 Goal: 70% of all students in all student groups will pass the standards based assessment for student expectations taught during the quarter.	Q3 Goal: 70% of all students in all student groups will pass the standards based assessment for student expectations taught during the quarter.	Q4 Goal: 70% of all students in all student groups will pass the standards based assessment for student expectations taught during the quarter.
Interventions:	Interventions:	Interventions:	Interventions:
<p><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></p> <p>Job embedded staff development on classroom best practices such as Fundamental Five, and CHAMPs</p> <p>Rescheduled school day and service delivery for SPED and Bilingual students and other student groups to include designated intervention time.</p> <p>Provide an inclusion model of service delivery for SPED students where teachers are co-teaching with regular ed teachers and raising the level of instruction for a non-modified test.</p> <p>Provide real-time data on student progress through PLC meetings and sharing of data. Teachers will conduct progress checks with students to help students understand individual learning goals and monitor progress with feedback (Data binders and data wall).</p>	<p>1) Job embedded staff development on classroom best practices such as Fundamental Five, and CHAMPs</p> <p>2) Rescheduled school day and service delivery for SPED and Bilingual students and other student groups to include designated intervention time.</p> <p>3) Provide an inclusion model of service delivery for SPED students where teachers are co-teaching with regular ed teachers and raising the level of instruction for a non-modified test.</p> <p>4) Provide real-time data on student progress through PLC meetings and sharing of data. Teachers will conduct progress checks with students to help students understand individual learning goals and monitor progress with feedback (Data binders and data wall).</p>	<p>1) Job embedded staff development on classroom best practices such as Fundamental Five, and CHAMPs</p> <p>2) Rescheduled school day and service delivery for SPED and Bilingual students and other student groups to include designated intervention time.</p> <p>3) Provide an inclusion model of service delivery for SPED students where teachers are co-teaching with regular ed teachers and raising the level of instruction for a non-modified test.</p> <p>4) Provide real-time data on student progress through PLC meetings and sharing of data. Teachers will conduct progress checks with students to help students understand individual learning goals and monitor progress with feedback (Data binders and data wall).</p>	<p>1) Job embedded staff development on classroom best practices such as Fundamental Five, and CHAMPs</p> <p>2) Rescheduled school day and service delivery for SPED and Bilingual students and other student groups to include designated intervention time.</p> <p>3) Provide an inclusion model of service delivery for SPED students where teachers are co-teaching with regular ed teachers and raising the level of instruction for a non-modified test.</p> <p>4) Provide real-time data on student progress through PLC meetings and sharing of data. Teachers will conduct progress checks with students to help students understand individual learning goals and monitor progress with feedback (Data binders and data wall).</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) Classroom practice will be monitored through walkthroughs to see the extent to which PD is implemented. Rubrics covering PD will help quantify the extent of implementation</p> <p>2) Student data on SBAs</p>	<p>1) Classroom practice will be monitored through walkthroughs to see the extent to which PD is implemented. Rubrics covering PD will help quantify the extent of implementation</p> <p>2) Student data on SBAs</p>	<p>1) Classroom practice will be monitored through walkthroughs to see the extent to which PD is implemented. Rubrics covering PD will help quantify the extent of implementation</p> <p>2) Student data on SBAs</p>	<p>1) Classroom practice will be monitored through walkthroughs to see the extent to which PD is implemented. Rubrics covering PD will help quantify the extent of implementation</p> <p>2) Student data on SBAs</p>

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3)	Data will be disaggregated by student group to track gaps and performance	3)	Data will be disaggregated by student group to track gaps and performance	3)	Data will be disaggregated by student group to track gaps and performance	3)	Data will be disaggregated by student group to track gaps and performance
	4)		Track student group progress in the data rooms of PLCs. Teachers will perform analysis of low performing Ses to provide re-teach strategies in the classroom (Bambrick and lead4ward strategies)		4)		Track student group progress in the data rooms of PLCs. Teachers will perform analysis of low performing Ses to provide re-teach strategies in the classroom (Bambrick and lead4ward strategies)

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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?	Select	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.		Describe the data or evidence used to determine if the goal will or won't be met.	Data on the January Reading benchmarks indicates passing rates according to the lead4ward thresholds are still 30-40% lower than any ones in he city	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?	Teachers are using an item analysis of the January benchmark from which to plan instruction. They are discussion data and re teach strategies in their 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>		

LEA Name: <i>Ector County ISD</i>			
Campus Name: <i>Ross Elementary</i>			
Needs Assessment Summary and Improvement Plan			
Root Cause 2:	Teachers have not been taught how to extract data from district sources and interpret the data at the level of a student level review, with an intent to improve achievement for all students		
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 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:	70% of students will pass the STAAR because their teachers be able to track each student's progress in real time during the school year.		
Strategy:	Teachers will be taught how to extract data from district sources such that they will be able to describe their students' progress at the level of student review. Teachers will discuss differentiated instructional strategies for low performing SEs in their PLCs as described in the Bambrick training		
How will addressing this Root Cause impact the index/indicator/CSF?	Teachers will be ready at any moment to employ various intervention strategies by understanding where students are in terms of progress and be able to have different strategies to employ because of PLC interaction with other teachers.		
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:
70% of all students in all student groups will pass the standards based assessment for student expectations taught during the quarter.	70% of all students in all student groups will pass the standards based assessment for student expectations taught during the quarter.	70% of all students in all student groups will pass the standards based assessment for student expectations taught during the quarter.	70% of all students in all student groups will pass the standards based assessment for student expectations taught during the quarter.
Interventions:	Interventions:	Interventions:	Interventions:
<p>Job embedded staff development in PLCs to extract student data from district sources and to discuss and use differentiated instructional strategies considered in the PLCs per the Bambrick model</p> <p>Develop teachers' abilities to analyze students' progress through discussion during PLCs and job-embedded PD working with teachers in their classrooms</p> <p>Provide real-time data on student progress through PLC meetings and sharing of data. Teachers will conduct progress checks with students to help students understand individual learning goals and monitor progress with feedback (Data binders and data wall)</p>	<p>Job embedded staff development in PLCs to extract student data from district sources and to discuss and use differentiated instructional strategies considered in the PLCs per the Bambrick model</p> <p>Develop teachers' abilities to analyze students' progress through discussion during PLCs and job-embedded PD working with teachers in their classrooms</p> <p>Provide real-time data on student progress through PLC meetings and sharing of data. Teachers will conduct progress checks with students to help students understand individual learning goals and monitor progress with feedback (Data binders and lead4forward strategies)</p>	<p>Job embedded staff development in PLCs to extract student data from district sources and to discuss and use differentiated instructional strategies considered in the PLCs per the Bambrick model</p> <p>Develop teachers' abilities to analyze students' progress through discussion during PLCs and job-embedded PD working with teachers in their classrooms</p> <p>Provide real-time data on student progress through PLC meetings and sharing of data. Teachers will conduct progress checks with students to help students understand individual learning goals and monitor progress with feedback (Data binders and data wall) (Bambrick and lead4forward strategies)</p>	<p>Job embedded staff development in PLCs to extract student data from district sources and to discuss and use differentiated instructional strategies considered in the PLCs per the Bambrick model</p> <p>Develop teachers' abilities to analyze students' progress through discussion during PLCs and job-embedded PD working with teachers in their classrooms</p> <p>Provide real-time data on student progress through PLC meetings and sharing of data. Teachers will conduct progress checks with students to help students understand individual learning goals and monitor progress with feedback (Data binders and data wall) (Bambrick and lead4forward strategies)</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>Classroom practice will be monitored through walkthrough to see the extent to which PD is implemented. Rubrics covering PD will help quantify the extent of implementation</p> <p>Track student group progress in the data rooms of PLCs (Bambrick and lead4ward strategies)</p> <p>Teachers will keep each student's data in a data binder. Every teachers will track their students' progress in visual charts in the data room</p>	<p>Classroom practice will be monitored through walkthrough to see the extent to which PD is implemented. Rubrics covering PD will help quantify the extent of implementation</p> <p>Track student group progress in the data rooms of PLCs (Bambrick and lead4ward strategies)</p> <p>Teachers will keep each student's data in a data binder. Every teachers will track their students' progress in visual charts in the data room</p>	<p>Classroom practice will be monitored through walkthrough to see the extent to which PD is implemented. Rubrics covering PD will help quantify the extent of implementation</p> <p>Track student group progress in the data rooms of PLCs (Bambrick and lead4ward strategies)</p> <p>Teachers will keep each student's data in a data binder. Every teachers will track their students' progress in visual charts in the data room</p>	<p>Classroom practice will be monitored through walkthrough to see the extent to which PD is implemented. Rubrics covering PD will help quantify the extent of implementation</p> <p>Track student group progress in the data rooms of PLCs (Bambrick and lead4ward strategies)</p> <p>Teachers will keep each student's data in a data binder. Every teachers will track their students' progress in visual charts in the data room</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.

LEA Name:	Ector County ISD
Campus Name:	Ross Elementary

Needs Assessment Summary and Improvement Plan

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
<p>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.</p>							
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	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.		Describe the data or evidence used to determine if the goal will or won't be met.	Data on the October and January benchmarks indicates the campus is not on track to meet the goals set. Reading scores in 3rd and 4th grades are in the 20-30% range according to the lead4ward thresholds. The pattern is the same for 5th and sixth grades.	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?	Teachers met in PLCs to determine reteach and tutorial strategies using the item analysis of the January benchmark. These strategies can provide useful information in terms of pointing out the TEKS that are low performing.	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:	Parents have not been encouraged to participate in school activities				
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:	75% of parents will participate in parent involvement activities
				Strategy:	Parent involvement will increase through the school providing opportunities
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 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 type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers			How will addressing this Root Cause impact the index/indicator/CSF?	6th grade Bilingual students will achieve the same standard as other student groups and meet the federal 83% standard by the end of the 2014-15 school year.

LEA Name: <i>Ector County ISD</i>							
Campus Name: <i>Ross Elementary</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)	
10% of parents will participate in parent involvement activities		25% of parents will participate in parent involvement activities		50% of parents will participate in parent involvement activities		75% of parents will participate in parent involvement activities	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Interventions:		Interventions:		Interventions:		Interventions:	
<p style="color: red; font-size: small;">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>	Opportunities for parent involvement, such as report cards nights, Special Parent nights, and initiation of a PTC will be provided	1)	Opportunities for parent involvement, such as report cards nights, Special Parent nights, and initiation of a PTC will be provided	1)	Opportunities for parent involvement, such as report cards nights, Special Parent nights, and initiation of a PTC will be provided	1)	Opportunities for parent involvement, such as report cards nights, Special Parent nights, and initiation of a PTC will be provided
		2)		2)		2)	
		3)		3)		3)	
		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 was collected to monitor interventions?	
1)	sign in sheets to document number of parents involved, Number of documented parent conferences, Documentation of parent and community involvement events such as agenda, community engagement through church-sponsored activity.	1)	sign in sheets to document number of parents involved, Number of documented parent conferences, Documentation of parent and community involvement events such as agenda, community engagement through church-sponsored activity.	1)	sign in sheets to document number of parents involved, Number of documented parent conferences, Documentation of parent and community involvement events such as agenda, community engagement through church-sponsored activity.	1)	sign in sheets to document number of parents involved, Number of documented parent conferences, Documentation of parent and community involvement events such as agenda, community engagement through church-sponsored activity.
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
<p style="color: red; font-size: small;">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.</p>							
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	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.		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.	
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?		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: <i>Ector County ISD</i>				
Campus Name: <i>Ross Elementary</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>				
<i>Final Approval Date:</i>		<i>Support Specialist Name:</i>		
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	The beginning of the 2014-15 school year brings many new administrators and teachers to Ross Elementary. Since both the principal and assistant principal are new this year, they will not be considered for staffing changes.	No action concerning the principal and assistant principal will be taken this year. The Campus Intervention Team will use the principals' elementary meetings, principals as mentors and principal framework as a training tool for the new principal as needed.	September 2014 through August 2015	Campus Intervention Team
Comments				
<enter text>				
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	About half the teaching staff is new this year and do not fall under the guidelines for staffing changes. The number of initiatives and interventions directly related to develop staff will be monitored by walk through data, teacher test data (including SBA, unit exams, and other formative assessments) Any deficiencies discovered by administration for any teacher will be addressed in administrator/teacher conferences. It is possible that, if any staff needs a growth plan, such action may be taken and monitored with a view to influence staff change decisions.	Monitor staff actions/compliance to staff development/ teacher test data, etc. Administrators will have crucial conversations with staff when necessary. All staff may be asked to re-apply for their positions during the fall time frame.	Monitor teacher effectiveness during walk throughs during the fall semester, having discussions and administering growth plans previous to interviews. In Fall either all staff or staff on growth plans may need to re apply for their positions.	Campus Intervention Team and campus administrators
Comments				

LEA Name: <i>Ector County ISD</i>				
Campus Name: <i>Ross Elementary</i>				
Accountability Monitoring State Targeted Reconstitution Plan (Supplement to the targeted Improvement Plan)				
CSF considerations: #1, #2, #3, #7				
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	One of the discovered needs during PLCs and as evidenced by the mis-alignment of scores between teacher exams and released tests, is that teachers do not understand the levels of critical thinking required with STAAR, and the differences between process and readiness standards in TEKS.	Professional development in research based instructional strategies and an in-depth study of the TEKS during PLCs will be undertaken so teachers will be able to apply adequate instructional strategies that will meet the new assessments and requirements in TEKS.	Initial staff development in research based instructional best practices to be completed during the first quarter. Implementation of these strategies will be monitored by observations in walk throughs and teacher test data, especially released tests that are assessment at the rigor of STAAR	Campus Intervention team, campus administrators, curriculum facilitators, counselors, special pops teachers in coordination with the PLCs
Comments				
CSF considerations: #1, #2, #3, #7 See below: high expectations for every student				
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 Personal Attention and Guidance	The RTI process is embedded within instructional improvement efforts. The basis for these efforts is the content/grade level teacher meetings as PLCs. The teachers meet in a "data room" where every student is represented by a card on a wall chart. Using teacher data binders, each teacher updates their students' latest test data as information comes available. Every student is therefore tracked and monitored in a very visual representation for every teacher involved with the students to see, discuss, and determine appropriate interventions and responses to intervention during PLC meetings. Student cards are arranged in RTI Tier levels, providing visuals for teachers to know where interventions are needed. The counselor uses these data cards to determine tutorials and/or reteach strategies needed with teachers.	Display of data in the data room September PLCs begin and monitor students throughout the year	September through March and then re-set data as new test results become available	Campus Administration, curriculum facilitators, teachers, counselors, special populations teachers and counselors
Comments				

LEA Name:	<i>Ector County ISD</i>
Campus Name:	<i>Ross Elementary</i>
Accountability Monitoring State Targeted Reconstitution Plan (Supplement to the targeted Improvement Plan)	
CSF considerations: #1, #2, #3, #6, #7	

LEA Name: <i>Ector County ISD</i>				
Campus Name: <i>Ross Elementary</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 High Expectations for All Students	Due to the nature of the TAIS system and the measurement of tests, as opposed to individual students, the campus must set high standards every year to keep pace with expectations of the system. IT is recommended that targets at or above the 75% mark be set each year in order to sustain both growth and progress for every student. The 2014-15 federal goal is 83% of students which is a good mark to set for this year. Setting a higher annual goal, along with providing adequate staff development in research based instructional strategies will ensure achievement, progress, and growth for all students. Student SBA scores will be monitored within the PLCs and on data walls in the meeting room Every student, in every student group will be expected to achieve the quarterly goal stadards	Set high goals in campus improvement plans. Deliver research based best practice PD, monitor through walkthroughs and formative assessments to be sure every student, in every student group is meeting the higher standards. Note scaffolding by SPED and Bilingual teachers	September through March and then re-set data as new test results become available	Campus Administration, curriculum facilitators, teachers, counselors, special populations teachers and counselors
Comments				
CSF considerations: #1, #2,#3, #6, #7				
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 Curriculum and Instructional Changes	As discussed above, it was discovered that teachers need staff development in assessment at the rigor of STAAR and understanding the assessment levels in TEKS. Staff development is to take place during the first quarter with job-embedded proficiency building to take place throughout the school year.	Staff development in research based instructional strategies the first quarter followed by monitoring in walkthroughs and teacher guidance during PLCs and one on one coversations with administrators.	September through March and then re-set data as new test results become available	Campus Administration, curriculum facilitators, teachers, counselors, special populations teachers and counselors
Comments				
CSF considerations: #1, #2, #3, #6, #7 See activites above providing high expectations for all students and sustained professional development See changes regarding Structural and Managerial Changes				
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107	Reconstitution Determinations	Actions Planned or Taken	Timelines	Resources and Persons Responsible

LEA Name: <i>Ector County ISD</i>				
Campus Name: <i>Ross Elementary</i>				
Accountability Monitoring State Targeted Reconstitution Plan (Supplement to the targeted Improvement Plan)				
Campus Redesign that Addresses Structural and Managerial Innovations	It is determined that delivery of SPED instruction needs to be modified on campus because SPED students are not performing on grade level and there will be no modified test in 2014-15. It was also determined that moving to a self contained environment would increase instructional time and provide opportunities for teachers to increase critical thinking skills by employing cross-disciplinary lesson plans within the self contained classroom. On-going discussions about bilingual service delivery will help students improve academically.	The SPED teachers will work with regular ed teachers to plan and work in the classroom with students who will be taking the STAAR. SPED teachers will determine the accommodations necessary for every student to meet testing standards this year.	ARDS will need to address whether or not students will be tested in STAAR early in the year. SPED teachers will work with regular ed teachers to determine necessary accommodations for students and work with the students to be sure they can perform the instructional objectives with accommodations.	Campus Administration, curriculum facilitators, teachers, Special education department, counselors, special populations teachers and counselors
Comments				
<enter text>				
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 Curriculum and Instructional Changes	Implementation of second language acquisition training and the English Language Proficiency Standards, implementation of linguistic accommodations for ELLs to move them up the English language proficiency levels.	PLC professional development on the ELPS Instructional Tool with focus on the ELPS, TELPAS, linguistic accommodations, monitoring and strategies for English language learners. Walk-throughs to follow up September-January.	September 2014-January 2015	Principal, Assistant Principal, Campus Curriculum Facilitator, Bilingual/ESL department instructional staff
Comments				
CSF considerations # 1, # 4 # 7				

LEA Name: <i>Ector County ISD</i>				
Campus Name: <i>Ross Elementary</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	Revisit foundational and district initiative training to promote positive classroom environment and academic achievement. Provide adequate feedback within the classroom setting and during PLC meetings. Monitor progress of teachers using research based instructional practices	Address classroom arrangement, CHAMPS, and scheduling during staff meetings. Teachers to receive instructional coaching and modeling on the balanced literacy training and guided math. Walk-throughs to follow up.	August 2014-January 2015	Principal, Assistant Principal, Executive Director of Bilingual/ESL, Reading Specialist, Campus Curriculum Facilitator.
Comments				
CSF considerations # 1, # 4 # 7				
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 Financial Commitment		<enter text>	<enter text>	<enter text>
Comments				
<enter text>				
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107	Reconstitution Determinations	Actions Planned or Taken	Timelines	Resources and Persons Responsible

LEA Name:	<i>Ector County ISD</i>
Campus Name:	<i>Ross Elementary</i>

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

Campus Redesign that Addresses Enhanced Parental and Community Involvement	Promote parental involvement on campus to increase academic achievement.	Monthly parental involvement calendar of events. Create a parent advisory committee on campus. Recruit parents to increase PTA participation (flyers, parent links, meetings..) Recruit parents to be involved in LPAC decision making on campus through teacher-parent conferences.	August 2014-May 2015	Assistant Superintendent of Elementary Operation, Executive Director of Elementary Operations, Principal, Assistant Principal, Campus Curriculum Facilitator, Bilingual/ESL department instructional staff
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Comments

August 2014-May 2015

Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107	Reconstitution Determinations	Actions Planned or Taken	Timelines	Resources and Persons Responsible
Select One	<enter text>	<enter text>	<enter text>	<enter text>

Comments

<enter text>