LEA Name:	Ector County ISD
Campus Name:	Ector JH

CAMPUS - Data Analysis Summary

Instructions:	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. 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.
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
	If your campus Index 1 score was above 60, you do not need to answer this question. 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)	☐ African American ☑ Hispanic ☑ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races ☑ Economically Disadvantaged ☑ Special Education ☑ English Language Learners
	Reading: Hispanic 55%, White 59%, Eco Dis 53%, SPED 19%, ELL 23%; Mathematics: Hispanic 58%, White 59%, Eco Dis 56%, SPED 27%, ELL 37%; Writing: Hispanic 40%, White 43%, Eco Dis 36%, SPED 25%, ELL 16%; Science: Hispanic 64%, White 69%, Eco Dis 62%, SPED 28%, ELL 45%; Social Studies: Hispanic 30%, White 36%, Eco Dis 27%, SPED 18%, ELL 17%. The data shows that there has been a steady decline in all student performance over the last two years.	
Index 2-Student Progress	Did your campus meet standard for Index 2? ? **see help box for score details*	Yes, at target or less than or equal to 2 points above target
	If your campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question. 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? (Reminder: Consider the exceeded progress component as well as made progress when answering)	☐ African American ☑ Hispanic ☑ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races ☐ Economically Disadvantaged ☑ Special Education ☑ English Language Learners
	If your campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question. 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?	☑ Students who failed in 2013 and failed in 2014 ☐ Students who passed in 2013 and passed in 2014 ☐ Students who were at Level III performance in 2013 and scored a Level II performance in 2014 ☐ Other

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CAMPUS - Data Analysis Summary

Reading: 828 Hispanic students, 51% met, 11% exceeded; 105 white students, 48% met, 14% exceeded; 61 SPED students, 54% met, 13% exceeded; 228 ELL students, 44% met, 14% exceeded. Mathematics: 1,067 Hispanic students, 48% met, 4% exceeded; 142 white students, 41% met, 6% exceeded; 91 SPED students, 49% met, 9% exceeded; 240 ELL students, 51% met, 5% exceeded. Trends are showing that exceeded progress is an area of concern in sub groups in mathematics.

Index 3-Closing Achievement Gaps

Did your campus meet standard for Index 3? **?**	
see help box for score details	No

If your campus Index 3 score was more than 2 points above the Index target, then you do not need to answer this question.

What student groups, *other than economically disadvantaged*, were measured for your campus in Index 3?

- ☐ African American
- ☑ Hispanic
- ☐ White
- ☐ American Indian
- ☐ Asian
- ☐ Pacific Islander
- ☐ Two or More Races

In writing we received 36 points for Eco Dis and 40 points from Hispanic which is a total of 76 points out of a total of 400. In social studies we received 29 points for Eco Dis and 32 points for Hispanic which is a total of 61 points out of a total of 400. The data shows that an increase in students scoring Level III is needed for improvement.

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?

- ☐ Not Applicable
- ☐ STAAR component-student performance at or above Level II, Final
- ☐ Graduation Rate
- ☐ Graduation Plan
- ☐ Postsecondary Indicator

<Provide additional information here>

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?

- ☐ African American
- ☐ Hispanic
- ☐ White
- ☐ Economically Disadvantaged
- ☐ Special Education
- ☐ English Language Learners
- ☐ All Students
- ☐ N/A

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 **?**	We used STAAR/EOC results, TELPAS results, SBA's, CBA's, student self tracking sheets.
Use of Quality Data to Drive Instruction **?**	We used STAAR/EOC results, SBA's, Eduphoria, individual student profiles, classroom walkthrough data and feedback, PLC minutes.

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CAMPUS - Data Analysis Summary

Leadership Effectiveness	?	We used STAAR/EOC results, teacher retention, teacher attendance, professional development plans, principal evaluation reports, and teacher evaluation reports.
Increased Learning Time	?	We used time-on-task observations, student engagement observations, master schedule, 24/7 online academic opportunities provided, and number of credits recovered by students at risk.
Family and Community Engagement	?	We used a number of parent/family conferences, a number of family/parent focus workshops and programs offered, a number of modes of communication used to inform families and how to support their students' academic growth, number of languages in which parent communication is provided, and number of community partners.
School Climate	?	We used teacher retention rate, discipline data, PBIS activities and impact, teacher attendance, walk through observations, community involvement and support.
Teacher Quality	?	We used STAAR/EOC results, third party classroom observations, teacher recruitment process, increased student performance, walk through data, teacher feedback, professional development hours, professional development implementation, and failure rates.

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?	☐ Not Applicable
			☑ Index 1: Student Achievement
			☑ Index 2: Student Progress
			☑ Index 3: Closing Achievement Gaps
			☑ Index 4: Postsecondary Readiness
	Forty percent of students are at Phase-in Satisfactory Standard with 0% scoring advanced in writing.		

Problem Statement 2:	?	Which Index(es) does this problem statement address?	☐ Not Applicable
			☑ Index 1: Student Achievement
			☐ Index 2: Student Progress
			☑ Index 3: Closing Achievement Gaps
			☑ Index 4: Postsecondary Readiness
	Thirty-one percent of students are at Phase-in Satisfactory Standard with less than 1% scoring advanced in social studies.		

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CAMPUS - Data Analysis Summary

Problem Statement 3:	Which Index(es) does this problem statement address?	☐ Not Applicable ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness
	ELL students missed safeguards in all content areas.	
Problem Statement 4:	Which Index(es) does this problem statement address?	☐ Not Applicable ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness
	SPED students missed safeguards in all content areas.	
Problem Statement 5:	Which Index(es) does this problem statement address?	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness
	<type your problem statement here>	
Problem Statement 6:	Which Index(es) does this problem statement address?	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness
	<type your problem statement here>	
Problem Statement 7:	Which Index(es) does this problem statement address?	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness
	<type your problem statement here>	
Problem Statement 8:	Which Index(es) does this problem statement address?	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ 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.

Problem Statements (PS):					
Problem statements are carried over from Section V of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.	PS 1:	Forty percent of students are at Phase-in Satisfactory Standard with 0% scoring advanced in writing.	is occurring because of Root Cause #1	Root Cause 1:	Lack of a common understanding of the use of the writing rubric to effectively enhance instruction.
	PS 2:	Thirty-one percent of students are at Phase-in Satisfactory Standard with less than 1% scoring advanced in social studies.	is occurring because of Root Cause #2	Root Cause 2:	Lack of understanding of using process standards in combination with student expectations.
	PS 3:	ELL students missed safeguards in all content areas.	is occurring because of Root Cause #3	Root Cause 3:	Lack of a common understanding of SIOP strategies and best practice instructional strategies.
	PS 4:	SPED students missed safeguards in all content areas.	is occurring because of Root Cause #4	Root Cause 4:	Lack of common understanding of effective instructional strategies to improve classroom instruction.
	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:	

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/Districy 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 intervetion team when considered appropriate. In addition, these findings have been recorded and are available upon request.

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Needs Assessment Summary and Improvement Plan

Root Cause 1:	Lack of a common understanding of the use of the writing rubric to effectively enhance instruction.

Index Number:	☐ Not Applicable ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness		Annual Goal: (?)	Ten percent of students will score Level III on the writing STAAR test. 65% of all students will score at Phase-in Satisfactory Standard in writing.
			Strategy: (?)	Conduct PD that will focus on the use of the writing rubric to score student writing and make instructional adjustments as needed.
Critical Success Factors (CSFs)/ **ESEA Turnaround Principles (TPs)/** **Major Systems**	☑ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		How will addressing this Root Cause impact the index/indicator/CSF? (?)	Providing professional development for teachers to better utilize the writing rubric to assess writing performance and to adjust instruction in the classroom, student performance on the writing STAAR will improve which will impact Indexes 1, 2, 3, and 4.

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: (?) One hundred percent of ELA, ESL, and elective teachers received an intial professional development on using the rubric to improve student writing.	**Q2 Goal:** (?) Eight percent of students will score Level III on writing benchmark. At least 60% of all students will score satisfactory in writing.	**Q3 Goal:** (?) Ten percent of students will score Level III on campus writing assessments. At least 65% of all students will score satisfactory in writing.	**Q4 Goal:** (?) Ten percent of students will score Level III on writing STAAR/EOC. At least 65% of all students will score satisfactory on the writing STAAR/EOC.

Interventions:	**Interventions:**	**Interventions:**	**Interventions:**
Teachers practiced using the rubric so that they can teach and empower the students to use the rubric to improve their writing.	1) Teachers and students will continue to use the rubric to evaluate their writing.	1) Teachers and students will continue to use the rubric to evaluate their writing.	1) Teachers and students will continue to use the rubric to evaluate their writing.
CCF provided intial training for ELA, ESL and elective teachers.	2) Teachers and students will evaluate writing SBA/semester scores to determine priority areas of need.	2) Teachers will compare the scores from the current benchmark priority standards with the previous standards. Growth and decreases will be discussed in relation to the standard and instruction.	2) Teachers will compare the scores from the past benchmarks priority standards with the current scores. Areas of continued concern will be addressed and a plan of action put into place.
	3) Teachers will compare the scores of the ELL and SPED populations to the campus average, and areas of great need will be identified and plans for intervention will be prepared.	3) Teachers will compare the scores of the ELL and SPED population in comparison to their most recent benchmark as well as to the campus average. Areas of concern will be identified and plans for intervention will be discussed and documented.	3) Teachers will compare the scores of the ELL and SPED population in comparison with their previous benchmarks as well as the campus average. Areas of continued concern will be addressed and a final plan of action put into place.
	4) Teachers will identify students who are close to scoring Level III. A plan of action will be developed to ensure these students move towards Level III scoring.	4) Teachers will identify students who are close to scoring Level III. A plan of action will be developed to ensure these students move towards Level III scoring.	4)

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.

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) Lesson plans	1) SBA and Semester Exam data	1) Campus based Writing Assessment and STAAR Results	1) STAAR Writing results
2) PLC Minutes	2) PLC minutes	2) PLC Minutes	2) PLC Minutes
3) PD Agenda and sign-in sheets	3) Walkthrough data	3) Walkthrough data	3) Walkthrough data
4)	4)	4)	4)

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Needs Assessment Summary and Improvement Plan

End of Quarter Reporting

Q1 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.		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.	We have done the initial training with teachers. We have made arrangements to train the teachers who missed the training.	Describe the data or evidence used to determine if the goal will or won't be met.	While Ector JH did not meet the goal for this quarter of eight percent at Level III and at least 60% of all students meeting standard in writing, the campus is on target to meet the annual goal. Forty-eight percent of the students scored satisfactory and 7.5% scored Level III.	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?	We have to make arrangements with teachers to ensure their training and use of the rubric	What, if any, adjustments must be made in order to meet the annual goal?	Teachers will collect writing samples from all students. There will be a follow up training to effectively utilize the rubric to score the writing samples. We will continue to have follow up trainings and professional learning to ensure effective and consistent use of the rubric to improve writing.	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?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation needed, please explain here>

LEA Name:	Ector County ISD
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Needs Assessment Summary and Improvement Plan

Root Cause 2:	Lack of understanding of using process standards in combination with student expectations.		

Index Number:	☐ Not Applicable ☑ Index 1: Student Achievement ☐ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness		**Annual Goal:**	?	Ten percent of students will score Level III on social studies. 65% of all students will score at Phase-in Satisfactory Standard in social studies.
			Strategy:	?	Conduct PD to identify and better use process standards to enhance student learning.
Critical Success Factors (CSFs)/ **ESEA Turnaround Principles (TPs)/** **Major Systems**	☑ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?**	?	By providing professional development for teachers to better understand the process standards and to adjust instruction in the classroom, student performance on the Social Studies STAAR will improve which will impact Indexes 1, 3, and 4.

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: ? One hundred percent of social studies teachers received initial instruction on data analysis and identifying power process standards.	**Q2 Goal:** ? Eight percent of students will score Level III on the social studies benchmark. 55% of all students will score at Phase-in Satisfactory Standard in social studies.	**Q3 Goal:** ? Ten percent of students will score advanced on the social studies benchmark. 55% of all students will score at Phase-in Satisfactory Standard in social studies.	**Q4 Goal:** ? Ten percent of students will score Level III on the social studies STAAR. 55% of all students will score at Phase-in Satisfactory Standard on the social studies STAAR.

	Interventions:		Interventions:		Interventions:		Interventions:
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.	Teachers analyzed their data to determine the power process standards.	1)	Based on the November SBA, teachers will determine when the identified power process standards will be taught and/or retaught.	1)	Teachers will determine identified power process standards that will be taught during this time period.	1)	Teachers will determine the power standards where data indicates areas of need.
	Leadership team delivered professional development on the identification of power process standards and adjusting classroom instruction accordingly.	2)	Teachers will create a common assessment to address and spiral in the power standards previously taught.	2)	Teachers will create and administer common assessments to address the identified power standards.	2)	Teachers will create activities that address those identified power standards.
		3)	Teachers will identify the strengths and areas of concern for student groups with an emphasis on ELL and SPED. A plan of action will be discussed, written and implemented.	3)	Teachers will evaluate data and performance on identified process standards to determine a plan of action for continuously low performance (a focus will be on SPED and ELL populations).	3)	Teachers will evaluate data and performance on identified process standards to determine a final plan of action for continuously low performance (a focus will be on SPED and ELL populations).
		4)	Teachers will determine students who are close to receiving Level III and determine a plan of action for individual students.	4)	Teachers will determine students who are close to scoring Level III and determine a plan of action for individual students.	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)	PLC minutes	1)	PLC minutes	1)	PLC Minutes	1)	PLC minutes
2)	Lead4ward data collection sheets.	2)	SBA and Semester Exam data	2)	Common Assessment data	2)	STAAR Social Studies results
3)		3)	Walkthrough data	3)	Walkthrough data	3)	Walkthrough data
4)		4)		4)		4)	

LEA Name:	Ector County ISD
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Needs Assessment Summary and Improvement Plan

End of Quarter Reporting

Q1 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.		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 week the PLC reports to the principal by submitting minutes outlining the power standards of focus for the week.	Describe the data or evidence used to determine if the goal will or won't be met.	The goal was for eight percent of students to score Level III on the Social Studies assessment and 55% of all students to score a phase-in satisfactory. Ector JH scored 15.53% at phase-in satisfactory and 0% at Level III.	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?	Continue supporting effective use of PLC time to improve planning and instruction.	What, if any, adjustments must be made in order to meet the annual goal?	Strong social studies teachers in the district were identified based on this data. Arrangements are being made for the teachers to observe and debrief after their observation. Each grade level participated in two data digs where strengths and areas of concerns were addressed. Each team determined a plan for moving forward and how to intervene	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?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation needed, please explain here>

Root Cause 3:	Lack of a common understanding of SIOP strategies and best practice instructional strategies.			
Index Number:	☐ Not Applicable ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness		**Annual Goal:** ?	Fifty-five percent of ELL students will score at Phase-in Satisfactory Standard in all subject areas.
			Strategy: ?	Conduct PD that targets SIOP strategies and effective instructional strategies for ELL students.
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☑ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☑ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?** ?	Providing professional development for teachers to better understand the use of SIOP strategies and to adjust instruction in the classroom, ELL student performance in all content areas assessed by STAAR/EOC will improve which will impact Indexes 1, 2, 3, and 4.

LEA Name:	Ector County ISD
Campus Name:	Ector JH

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)	
(?) One hundred percent of all teachers received initial SIOP and ELPS training.		(?) Forty-five percent of ELL students will score at Phase-in Satisfactory Standard in all content areas on benchmarks.		(?) Fifty-five percent of ELL students will score at Phase-in Satisfactory Standard in all content areas on benchmarks.		(?) Fifty-five percent of ELL students will score at Phase-in Satisfactory Standard in all content areas on STAAR/EOC.	

Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Interventions:		**Interventions:**		**Interventions:**		**Interventions:**	
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.	Teachers began to adjust their instructional strategies to reflect practices learned through SIOP and ELPS.	1)	Teachers will meet in an ESL deparment meeting weekly to discuss the ELL population data as a whole, determine areas of concern, and discuss instructional strategies to address those areas.	1)	Teachers will meet in ESL department meetings weekly to discuss the ELL population data as a whole, determine areas of concern, and discuss instructional strategies to address those areas.	1)	Teachers will meet in ESL department meeting weekly to discuss the ELL population data as a whole and determine areas of continued concern.
	Leadership team delivered initial instruction on SIOP and ELPS.	2)	PLC teams will discuss content specific data and identify areas of concern. Common assessments will be created to address those areas.	2)	PLC teams will discuss content specific data and identify areas of concern. Common assessments will be created to address those areas.	2)	PLC teams will discuss content specific data and identify continued areas of concern. Plans will be developed to ensure mastery.
		3)	Data will be disaggregated focusing on power standards. Teachers will look at the ELL students' scores in relation to the campus as a whole. Students who are in reach of earning advanced will be identified and plans of action will be written.	3)	Data will be disaggregated focusing on power standards. Teachers will look at the ELL students in relation to the campus as a whole. Students who are in reach of earning advanced will be identified and plans of action will be written.	3)	Data will be disaggregated focusing on standards that are continued areas of concern. Teachers will compare ELL students' performance in relation to the campus data as a whole.
		4)	PLC teams will focus on creating Exit tickets that will allow teachers to determine students' levels of learning for the day.	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)		1)	Lesson Plans	1)	Lesson Plans	1)	Lesson plans
2)		2)	Walkthrough data	2)	Walkthrough data	2)	Walkthrough data
3)		3)	PLC minutes	3)	PLC minutes	3)	PLC minutes
4)		4)	SBA and Semester Exam data	4)	Assessment Data	4)	STAAR results

End of Quarter Reporting

Q1 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.*		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.	We are monitoring completion of the professional development through Eduphoria.	Describe the data or evidence used to determine if the goal will or won't be met. While we had expected to have 45% of ELL students scoring at phase-in satisfactory standard in all content areas, we scored 20.7% in Math, 25.7% in Science, 12.8% in Reading, and 10% in Social Studies.	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?	Continue being flexible with our planning schedule to meet the needs of some of our teachers who do not have common planning times.	What, if any, adjustments must be made in order to meet the annual goal? Teachers will continue to work with the contracted consultant and make changes to training and observations as needed. Teachers have participated in an initital training for language development. Teachers have been observed by the presenter and feedback has been discussed. Teachers have participated in two data digs where	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?	☐ Data Analysis Process	☐ Quarterly Planning Process	<If there are other factors or additional explanation needed, please explain here>
			☐ Data Quality	☐ (Specific) Interventions	
			☐ Appropriate Strategy	☐ Ongoing Monitoring of Interventions	
			☐ Identification of Need/Root Cause Chosen	☐ CSFs and/or ESEA Turnaround Principles Planning	
			☐ Annual Goals	☐ Training	

Needs Assessment Summary and Improvement Plan

Root Cause 4:	Lack of common understanding of effective instructional strategies to improve classroom instruction.

Index Number:	☐ Not Applicable ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness		**Annual Goal:** (?)	Fifty-five percent of SPED students will score at Phase-in Satisfactory Standard in all content areas.
			Strategy: (?)	Conduct PD that targets effective instructional strategies.
Critical Success Factors (CSFs)/ **ESEA Turnaround Principles (TPs)/** **Major Systems**	☑ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☑ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☑ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☑ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?** (?)	Providing professional development for teachers to better understand the use of effective instructional strategies and to adjust instruction in the classroom, SPED student performance on all tested content areas for STAAR/EOC will improve which will impact Indexes 1, 2, 3, and 4.

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: (?) One hundred percent of teachers received professional development that focuses on best practices (World Café).	**Q2 Goal:** (?) Forty-five percent of SPED students will score Phase-in Satisfactory Standard in all content area benchmarks.	**Q3 Goal:** (?) Forty-five percent of SPED students will score Phase-in Satisfactory Standard in all content areas on benchmarks.	**Q4 Goal:** (?) Fifty-five percent of SPED students will score Phase-in Satisfactory Standard in all content areas on STAAR/EOC.

| 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. | **Interventions:**

Teachers implemented the best practices in their classrooms.

Leadership team delivered PD World Café of Strategies. | **Interventions:**

1) Teachers will utilize the campus I.C.U list to assign students with missing work to receive extra help.

2) Resource and Inclusion teachers will monitor student progress in all content areas.

3) The Student Service's Director will meet with students not meeting progress in all content areas.

4) Inclusion and Resource teachers will be involved and participate actively in the PLC meetings to identify areas of concern where SPED students are scoring significantly below the campus scores. | **Interventions:**

1) Teachers will utilize the campus I.C.U list to assign students with missing work to receive extra help.

2) Resource and Inclusion teachrs will monitor student progress in all content areas.

3) The Student Services Director will meet with students not meeting progress in all content areas.

4) Inclusion and Resource teachers will be involved and participate actively in the PLC meetings to identify areas of concern where SPED students are scorig significantly below the campus scores. | **Interventions:**

1) Teachers will utilize the campus I.C.U list to assign students missing work to receive extra help.

2) Resource and Inclusion teachers will monitor student progress in all content areas.

3) The Student Services Director will meet with students not meeting progress in all content areas.

4) Inclusion and Resource teachers will be involved and participate actively in the PLC meetings to identify areas of concern where SPED students are scoring significantly below the campus scores. |

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) Lesson Plans 2) Walkthroughs 3) PLC meetings	1) Missing assignment list 2) Sped Tracking in Eduphoria 3) Student Services Director meeting schedule with topics discussed 4) SBA and Semester Exam data	1) Missing assignment list 2) Sped Tracking in Eduphoria 3) Student Services Director meeting schedules with topics discussed 4) Benchmark data	1) Missing assignment list 2) Sped Tracking in Eduphoria 3) Meeting minutes from Student Services Director 4) STAAR results

End of Quarter Reporting

Q1 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.*	Q2 Report	Q3 Report	Q4 Report

LEA Name:	Ector County ISD
Campus Name:	Ector JH

Needs Assessment Summary and Improvement Plan

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.	We checked the sign in sheets for completion of the World Café of Strategies training. PLC members document their discussions related to SPED and ELL populations and strategies in their PLC minutes.	Describe the data or evidence used to determine if the goal will or won't be met.	While we anticipated 45% of SPED students would score at phase-in satisfactory standard, we scored at phase-in satisfactory 12.3% in math, 4% in science, 8.4% in reading, and 0% in Social Studies.	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?	We are being flexible in meeting the needs of teachers who are late hires to support them.	What, if any, adjustments must be made in order to meet the annual goal?	Teachers were observed by Region 18 to establish a baseline for the use of inclusive practices. They used the observation to plan training. All staff received an initial training on differentiation and the 6 types of co teaching models on January 5th. Teachers participated in 2 data digs where they identified strengths and weaknesses and made a plan for	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?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation needed, please explain here>

Root Cause 5:	

Index Number:	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness		**Annual Goal:** ⑦	<enter text>
			Strategy: ⑦	<enter text>
Critical Success Factors (CSFs)/ **ESEA Turnaround Principles (TPs)/** **Major Systems**	☐ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?** ⑦	<enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: ⑦	**Q2 Goal:** ⑦	**Q3 Goal:** ⑦	**Q4 Goal:** ⑦
Interventions:	**Interventions:**	**Interventions:**	**Interventions:**
If this is your first submission (October 31st) of the 2014-2015 targeted	1) 2)	1) 2)	1) 2)

LEA Name:	Ector County ISD
Campus Name:	Ector JH

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

Initial Determination Date (1st Draft):	August 1, 2014	Staffing Decision Date (2nd Draft):	Feb-15	FINAL Reconstitution Plan Date:	Aug-15

Support Specialist Only:			
Final Approval Date:	11/18/2014	*Support Specialist Name:*	Amy Kilpatrick

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	All faculty and staff will interview in November for a position at Ector JH in 2015-16. After the first round of interviews in November, those not selected will be informed by the Reconstitution Specialist and the principal will outline areas for improvement. The district and campus leadership will provide support prior to the second round of interviews in January 2015. Teachers	The superintendent met with the faculty and staff on October 22, 2014 to announce the plans for reconstitution.	October 13, 2014 - Assistant Principals interview with the Superintendent's Leadership Team. November 2014 - All other faculty & staff interview with district interview committees in the	The Reconstitution Specialist, PSP, DCSI, campus principal, and district administrators will conduct the interviews.

Comments
Ector Junior High currently serves students in grades 7-9. The enrollment is approximately 1,740 students. The campus principal is new to the campus and was selected based on her strong instructional leadership background and ability to move the campus forward. All faculty and staff will go through the interview process (150.5 employees). If they are not selected after the second round of interviews, they will not automatically be offered a contract in ECISD for 2015-16; they will have the option to reapply with the district for another campus.

Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107	Reconstitution Determinations	Actions Planned or Taken	Timelines	Resources and Persons Responsible
Other Elements of Innovative Campus Redesign	Ector JH will open in 2015-2016 as a middle school serving students in grades 6-8 rather than a junior high. In 2015-2016, approximately 70% of the students will be new to Ector Middle School.	Transition to a middle school in 2015-2016. District Transition Team has created a survey for current 6th and 9th grade teachers to gain input on their preferences for 2015-2016 with the new	8/1/2015 Survey Window - October 3 - 17, 2014 M.S to H.S. Transition Hiring Timeline - January 2015 Parent Meeting - Spring 2015	District Leadership Team Campus Prinicpal District allocated funds

Comments
To better serve our students academically, Ector Junior High will open in 2015-16 as Ector Middle School. They currently serve students in grades 7-9, and with the new configuration will have students in grades 6-8. The middle school model will allow more flexibility in scheduling to meet the academic needs of all students.

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	Based on the campus needs assessment, leadership has determined a need for focused professional development for teachers serving English language learners.	Ector JH is contracting with a consultant, Dr. Socorro Herrera, from Kansas State to provide initial training to meet the needs of nontraditional student populations who need acelerated CALP	Begins Fall 2014 (October) and concludes Summer 2014	District Funds - $20,000 Campus Principal Instructional Services Director for ESL District Leadership

LEA Name:	Ector County ISD
Campus Name:	Ector JH

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

Comments
By providing targeted and sustained professional development for teachers working with English language learners, the campus will be able to meet the students' language acquisition needs and provide systemic processes and practices for meeting the needs of this group of students.

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	Based on the campus needs assessment, leadership has determined a need for focused professional development for special education and general education teachers serving special education students.	Contracting with ESC 18, to provide four days of on-site professional development, coaching and modeling to support teachers working with special education students in an inclusive setting. A team	Begins Fall 2014 and concludes Spring 2015	District Funds - $4,000 for Region 18 $8,400 - Inclusion Works Conference Campus Principal District Leadership DCSI

Comments
By providing targeted and sustained professional development for general education and special education teachers working with students served through special education, the campus will be able to meet the students' academic needs. The systemic processes and practices for meeting the needs of this group of students will allow the campus to move out of Improvement Required.

LEA Name:	Ector County ISD
Campus Name:	Ector JH

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	Based on last year's performance, the campus determined the need to improve the percentage of students scoring advanced on state assessments.	Teachers will look closely at data and identify students who are close to reaching the advanced level and create a plan of action for intervention during PLC's as well as data digs.	Begins Fall 2014 and concludes Spring 2015	Campus administration, campus teachers, CCF

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 Provides Personal Attention and Guidance	After reviewing 2014 state assessment data, it was determined that more personal attention and guidance was needed to improve identified students' scores.	Teachers will begin to have 1-on-1 conversations with students about their data and their growth throughout the year with individual student progress sheets. Also the Student Services Director will	Begins Fall 2014 and concludes Spring 2015	Campus administration, campus teachers, CCF

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 Provides High Expectations for All Students	After reviewing state assessment scores, it was determined that all students needed to be responsible for their own learning.	Teachers determined ways for students to track their learning and mastery.	Begins Fall 2014 to Spring 2015	Campus administration, campus teachers, CCF

Comments
<enter text>

LEA Name:	Ector County ISD
Campus Name:	Ector JH

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 Curriculum and Instructional Changes	After reviewing state assessment scores, it was determined that there was a great need to strengthen Tier 1 instruction to ensure that all students were exposed to appropriate instruction that aligns to the TEKS.	All professional learning will have best practice instructional strategies embedded in them. Teachers will participate in data digs, and best practice instructional strategies will be discussed.	Begins Fall 2014 to Spring 2015	Campus administration, Region 18 professionals, Dr. Soccorro Herrera, campus teachers, and CCF.
Comments				
<enter text>				

LEA Name:	Ector County ISD
Campus Name:	Ector JH

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 Structural and Managerial Innovations	It was determined that administrators were spending a large amount of time managing student behavior rather than focusing on classroom instruction.	The schedule will be continually adjusted to ensure that administrators have the majority of time to focus on classroom observations and coaching opportunities. A discipline center was put into	Begins Fall 2014 and concludes Spring 2015	Campus administration, Central office officials.

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 Financial Commitment	After reviewing campus state assessment scores, it was determined that there was a need for intense, deliberate instruction that focuses on ELL and SPED populations.	Contracting with ESC 18, to provide four days of on-site professional development, coaching and modeling to support teachers working with special education students in an inclusive setting	Begins Fall 2014 concludes Spring 2015.	District Funds $24,000 ; District Administration, Campus Administration

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 Enhanced Parental and Community Involvement	It was determined that parental and community involvement was an area where Ector could improve.	Ector was chosen to participate in the Parenting Partners program. Community meetings were held at Ector to discuss district re-districting issues as well as reconstitution	Fall 2014	District Administration, Campus Administration

Comments
<enter text>