BOARD OF TRUSTEES
AGENDA

☐ Workshop	☒ Regular	☐ Special

(A) ☐ Report Only ☐ Recognition

Presenter(s):

Briefly describe the subject of the report or recognition presentation.

(B) ☒ Action Item

Presenter(s):   SAMUEL MIJARES, DEPUTY. SUPT. FOR C & I
RENE MARTINEZ, SCHOOL IMPROVEMENT, CURRICULUM & ACCOUNTABILITY DIRECTOR

Briefly describe the subject of the report or recognition presentation.

CONSIDER AND TAKE APPROPRIATE ACTION ON THE REQUEST TO APPROVE THE 2018-2019 TARGETED IMPROVEMENT PLAN.

(C) Funding Source: Identify the course of funds if any are required

(D) Clarification: Explain any question or issues that might be raised regarding this item.

12-11-18

TO: Gilberto Gonzalez, Superintendent of Schools

FROM: Rene Martinez, School Improvement, Curriculum and Accountability Director

RE: Action Item

DATE: November 29, 2018

CC: Samuel Mijares, Deputy Superintendent for Curriculum and Instruction

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The following action item is presented for the board's consideration and approval:

The Texas Accountability Appraisal and Intervention System requires board approval for the implementation of the 2018-2019 Eagle Pass ISD Targeted Improvement Plan.

If you have any questions, or need clarification, please contact me.

Approved: _____

Samuel Mijares, Deputy Superintendent for C & I

Eagle Pass Independent School District

" Create Opportunities for Tomorrow's Leaders to Succeed"

Targeted Improvement Plan
2018- 2019

Texas Accountability Intervention System

Board Approved : December 11, 2018

District Leadership Team
2018- 2019

John Cox	Eagle Pass High School	Isamar Campos- MJH	General Education Teacher
Jesus Diaz-Wever	CC Winn High School	Gladys Gonzalez-RVE	Bilingual Teacher
Mario Escobar	Eagle Pass Jr. High	Dr. Rosa Midobuche	ESL Teacher
Jose Hernandez	Memorial Jr. High	Rosa Cardenas	Special Education Teacher
Carmen Garcia	H.B. Gonzalez Elementary	Veronica Tijerina	LPAC Member
Veronica Soto-Gonzalez	Graves Elementary	Jaime Gonzalez	Dean of Instruction
Cynthia Guedea	Rosita Valley Elementary	Rosalinda Jimenez	Dean of Instruction
Maribel Martinez	Seco Mines Elementary	Jose Morales	Dean of Instruction
Veronica Chacon	Darr Elementary	Cristina Molina	Dean of Instruction
Blanca Muzquiz	Robert E. Lee Elementary	Linda C. Garcia-CCW	School Counselor
Amalia Riojas	Sam Houston Elementary	Rene Martinez	School Improvement Director
Laura Telles	Glass Elementary	Gilberto Sanchez	Bilingual, Fine Arts, G/T
Elizabeth Torres	Special Education Director	Norma Serna	Federal Programs
Olivia Garcia	Benavides Heights Elementary		
Rosalinda Barcena	Liberty Elementary		
Sylvia Saucedo	San Luis Elementary		
Sandra Lopez	Armando Cerna Elementary		
Rosanna Rios	Maude M. Kirchner Elementary		
Lisa Ruiz	Kennedy Hall		
Letty Sandoval	Early Childhood Center		
Aida Pang-Villa	Rosita Valley Literacy Academy		
Rosella Even	Language Development Center		
Rita Carreon	Math Director		
Ana Laura Castillon	CTE Director		
Francisco Vielma	Science & Social Studies Director		
Rodolfo Musquiz	ELAR Director		
Timoteo Chaires	Migrant Program Director		

Needs Assessment Summary

PS 1	2017 STAAR, grades 7-8, the ESL students passing rate was 48.3 Reading, 38 Social Studies, and 38 Writing.	is occurring because of Root Cause #1	Root Cause 1:	Implementation of differentiated instructional reading and language strategies needed to make text comprehensible for diverse learners.
PS 2	2017 STAAR, LEP students not served in BE/ESL passing rate was 58.1 Writing	is occurring because of Root Cause #2	Root Cause 2:	Monitoring of students and implementation of differentiate instruction.
PS 3	2017 STAAR EOC grades 9-12, LEP students passing rate on English Language Arts assessment was 28.4.	is occurring because of Root Cause #3	Root Cause 3:	Implementation of instructional strategies needed to differentiate for diverse learners.
PS 4	2017 STAAR, grades 3-8, special education students' passing rate was 51.4 Reading, 37.7 Social Studies, and 36.4 Writing.	is occurring because of Root Cause #4	Root Cause 4:	Implementation of differentiated instructional reading and language strategies needed to make text comprehensible for diverse learners.
PS 5	2017 STAAR, grades 9-12 EOC special education students' passing rate was 48.5 Math, and 21.8 ELA.	is occurring because of Root Cause #5	Root Cause 5:	Implementation of instructional strategies needed to differentiate for diverse learners.
PS 6	2017 Special Education STAAR Alternate 2 participation rate was 17.4	is occurring because of Root Cause #6	Root Cause 6:	Thorough student data evaluation by ARD committees to determine appropriate recommendation for STAAR Alt. 2 participation.

Problem Statement 1:	2018 STAAR, grades 7-8, the ESL students passing rate was 48.3 Reading, 38 Social Studies, and 38 Writing.
Root Cause 1:	Implementation of differentiated instructional reading and language strategies needed to make text comprehensible for diverse learners.
Annual Goal:	In grades 3-8 ESL, the ELL student group will have a 5% passing rate increase on all identified STAAR assessments in spring 2019.
Strategy:	Create a clear blueprint and implement a research-based progress-monitoring schedule of identified English Language Learners.
Goal:	Monitor student progress (grades and attendance) and provide research -based differentiated instructional support to address possible derailments or additional needs of identified students.

	Interventions:		Monitor:
1	Implement a Research-Based Progress Monitoring schedule: Principals and Deans of Instruction- weekly scheduled 45 minutes of uninterrupted progress monitoring.	1	Evidence of implementation and evidence of impact monitored by DSC Directors
2	Implement weekly PLC's and utilize data to improve the delivery of instruction through differentiation.	2	PLC and staff development sign ins, agendas, and walkthrough documentation.
3	Implement Research-Based instructional strategies such as, Sheltered Instruction, Close Reading, and Marzano's Academic Vocabulary Instruction in all content areas and focus on ELPS implementation to meet instructional needs of ELLs.	3	Lesson Plans, walkthroughs, word-walls and student academic vocabulary journals
4	Align and provide instruction to students' proficiency levels and utilize supplemental Title III Part A Reading/ELA Teacher to provide additional instructional support.	4	Title III Part A supplemental teacher payroll, lesson plans, attendance rosters, walkthroughs
5	Provide supplemental instruction through regular day Bilingual part-time tutor support, Title III tutorial, and extended day after-school tutorial through Title I funded support.	5	Lesson plans, walkthroughs, attendance rosters, payroll records
6	Collaboration of instructional planning between supplemental teachers, tutors and regular education teachers will be documented.	6	Collaboration log, Lesson plans, PLC sign-ins

Problem Statement 2:	2018 STAAR, LEP students not served in BE/ESL passing rate was 58.1 Writing.
Root Cause 2:	Monitoring of students and implementation of differentiate instruction.
Annual Goal:	LEP students not served in BE/ESL will have a 5% passing rate increase on STAAR Writing assessment in Spring 2019.
Strategy:	Create a clear blueprint and implement a research-based progress-monitoring schedule of identified English Language Learners.
Goal:	Monitor student progress (grades and attendance) and provide research -based differentiated instructional support to address possible derailments or additional needs of identified students.

	Interventions:		Monitor:
1	Implement a Research-Based Progress Monitoring schedule: Principals and Deans of Instruction- weekly scheduled 45 minutes of uninterrupted progress monitoring.	1	Evidence of implementation and evidence of impact monitored by DSC Directors
2	Implement weekly PLCs and utilize data to improve the delivery of instruction through differentiation.	2	PLC and staff development sign ins, agendas, and walkthrough documentation.
3	Identify and monitor LEP denial student academic progress at campus level.	3	Eduphoria reports, Istation reports, gradebook, attendance
4	Implement Research-Based instructional strategies such as, Sheltered Instruction, student centered activities, and Marzano's Academic Vocabulary Instruction in all content areas and focus on ELPS implementation to meet instructional needs of ELLs.	4	Lesson Plans, walkthroughs, word-walls and student academic vocabulary journals
5	Collaboration of instructional planning between social studies and ELA teachers will be documented.	5	Collaboration log, Lesson plans, PLC sign-ins

Problem Statement 3:	2018 STAAR EOC grades 9-12, LEP students passing rate on English Language Arts assessment was 28.4.
Root Cause 3:	Implementation of instructional strategies needed to differentiate for diverse learners.
Annual Goal:	ELL student group (grades 9-12) will have a 5% passing rate increase on STAAR EOC ELA assessment in spring 2019.
Strategy:	Create a clear blueprint and implement a research-based progress-monitoring schedule of identified English Language Learners.
Goal:	Monitor student progress (grades and attendance) and provide research -based differentiated instructional support to address possible derailments or additional needs of identified students.

	Interventions:		Monitor:
1	Implement a Research-Based Progress Monitoring schedule: Principals and Deans of Instruction- weekly scheduled 45 minutes of uninterrupted progress monitoring.	1	Evidence of implementation and evidence of impact monitored by DSC Directors
2	Implement weekly PLC's and utilize data to improve the delivery of instruction through differentiation.	2	PLC and staff development sign ins, agendas, and walkthrough documentation.
3	Implement Research-Based instructional strategies such as, Sheltered Instruction, Close Reading, and Marzano's Academic Vocabulary Instruction in all content areas and focus on ELPS implementation to meet instructional needs of ELLs.	3	Lesson Plans, walkthroughs, word-walls and student academic vocabulary journals
4	Align and provide instruction to students' proficiency levels.	4	Lesson plans, walkthroughs
5	Provide supplemental instruction through regular day Bilingual part-time tutor support and extended day after-school tutorial through Title I funded support.	5	Lesson plans, walkthroughs, attendance rosters, payroll records
6	Collaboration of instructional planning between ESOL and regular education teachers will be documented.	6	Collaboration log, Lesson plans, PLC sign -ins

Problem Statement 4:	2018 STAAR, grades 3-8, special education students' passing rate was 51.4 Reading, 37.7 Social Studies, and 36.4 Writing.
Root Cause 4:	Implementation of differentiated instructional reading and language strategies needed to make text comprehensible for diverse learners.
Annual Goal:	Special Education student group grades 3-8 will have a 5% passing rate increase on identified STAAR assessments in Spring 2019.
Strategy:	Create a clear blueprint and implement a research-based progress-monitoring schedule of identified Special Education students.
Goal:	Monitor student progress (grades and attendance) and provide research -based differentiated instructional support to address possible derailments or additional needs of identified students.

	Interventions:		Monitor:
1	Implement a Research-Based Progress Monitoring schedule: Principals and Special Education Supervisors- weekly scheduled 45 minutes of uninterrupted progress monitoring.	1	Evidence of implementation and evidence of impact monitored by DSC Directors
2	Implement weekly PLC's and utilize data to improve the delivery of instruction through differentiation and monitor mastery.	2	PLC and staff development sign ins, agendas, and walkthrough documentation.
3	Implement Research-Based instructional strategies such as, Close Reading, and Marzano's Academic Vocabulary Instruction in all content areas.	3	Lesson Plans, walkthroughs, word-walls and student academic vocabulary journals
4	Provide differentiated instruction and scaffolding through small group interventions.	4	Lesson plans, walkthroughs
5	Collaboration of instructional planning between special education teacher, interventionists/tutors and regular education teachers will be documented.	5	Collaboration log, Lesson plans, PLC sign-ins

Problem Statement 5:	2018 STAAR, grades 9-12 EOC special education students' passing rate was 48.5 Math, and 21.8 ELA.
Root Cause 5:	Implementation of instructional strategies needed to differentiate for diverse learners.
Annual Goal:	Special Education student group grades 9-12 will have a 5% passing rate increase on STAAR EOC math, & ELA in spring 2019.
Strategy:	Create a clear blueprint and implement a research-based progress-monitoring schedule of identified Special Education students.
Goal:	Monitor student progress (grades and attendance) and provide research -based differentiated supplemental instructional support to address possible derailments or additional needs of identified students.

	Interventions:		Monitor:
1	Implement a Research-Based Progress Monitoring schedule: Principals and Special Education Supervisors- weekly scheduled 45 minutes of uninterrupted progress monitoring.	1	Evidence of implementation and evidence of impact monitored by DSC Directors
2	Implement weekly PLC's and utilize data to improve the delivery of instruction through differentiation and monitor mastery.	2	PLC and staff development sign ins, agendas, and walkthrough documentation.
3	Implement Research-Based instructional strategies such as, Close Reading, and Marzano's Academic Vocabulary Instruction in all content areas.	3	Lesson Plans, walkthroughs, word-walls and student academic vocabulary journals
4	Provide differentiated instruction through inclusion.	4	Lesson plans, walkthroughs
5	Collaboration of instructional planning between special education teacher, inclusion teacher, tutors and regular education teachers will be documented.	5	Collaboration log, Lesson plans, PLC sign-ins

Problem Statement 6:	2018 Special Education STAAR Alternate participation rate was 17.4.
Root Cause 6:	Thorough student data evaluation by ARD committee to determine appropriate recommendation for STAAR Alternate 2 participation.
Annual Goal:	2019 STAAR Alternate 2 participation rate will decrease by 1.5%.
Strategy:	Thoroughly evaluate all student data and make appropriate recommendations based on STAAR Alternate 2 participation criteria.
Goal:	Monitor proper recommendation procedures for STAAR Alternate 2 participation.

	Interventions:		Monitor:
1	Provide district-wide training on STAAR Alternate 2 participation criteria.	1	Training sign-ins
2	Principals will monitor appropriate ARD committee selection of STAAR Alternate 2 participation.	2	ARD meetings
3		3	
4		4	
5		5	