

LEA Name and County-District Number: Ector County Independent School District- 666901  
Primary LEA Contact for Title III CIP: Pilar Moreno-Rocio, Executive Director of Bilingual/ESL Education  
Region Number and ESC Title III Contact: Region 18 ESC, Indira Salazar

1. Performance Area to Target for Improvement	2. LEP Student Population and Data Source	3. Improvement Activities	4. Staff Responsible for Implementation and Resources Requested	5. Alignment of Title III-Funded Activities	6. Evidence of Implementation	7. Evidence of Impact	8. Implementation Timeline
AMAO 2: ELL Accountability	Analysis of district ELL Safeguards (STAAR), PBMAS, District Academic Performance Report, and district assessments results reflect that the LEP population is under-performing academically in SLAR/ELAR, Writing, Math, Science and Social Studies.	District coordinates with initiative to increase number of ESL-certified teachers in all content areas. Reimbursement of ESL, TExES fees, stipend and adding their ESL certifications to their SBEC credits is provided to teachers who attend the ESL TExES preparation training with Region 18 ESC, successfully pass the test, instruct Bilingual/ESL students and attend on-going district sheltered instruction training.	Region 18 ESC Consultant, Indira Salazar, campus administration, Executive Director of Bilingual/ESL, Pilar Moreno-Rocio, Assistant Superintendent of Curriculum and Instruction, Chief Financial Officer, David Harwell	Research-based professional development activities that increase district-wide capacity and knowledge of second language acquisition strategies for teachers of ELLs.	Reports from Region 18 ESC on ECESD teachers attending the two day ESL, TExES training; receipts from teachers having passed the ESL test and having added it to their SBEC certification. Increased number of ESL certified teachers in the district.	District benchmarks, district and campus administrators' walk-through Edaphora forms of ELP/SL sheltered instruction implementation; Bilingual/ESL Campus Feedback Forms, 2014 STAAR performance data	8/2013- 9/2014
AMAO 3: ELL Accountability	Analysis of district ELL Safeguards (STAAR), PBMAS, District Academic Performance Report, and district assessments results reflect that the LEP population is under-performing academically in SLAR/ELAR, Writing, Math, Science and Social Studies.	District wide SHOP training for ELL teachers, campus curriculum facilitators and administrators.	Bilingual/ESL Executive Director, Bilingual and ESL coordinators, Bilingual and ESL Specialists, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendents of Elementary and Secondary Operations, Executive Directors of Curriculum and Instruction and Special Education, Campus Curriculum Facilitators, Directors of Federal Programs, Literacy and Professional Development and Assessment.	Professional staff development activities related to developing second language acquisition and high-quality language instruction educational programs.	Sign-in sheets from district and campus professional development on ELP/SL/SHOP; Training Materials on provided training on the ECESD Bilingual-ESL website with emphasis on use of linguistic accommodations and Performance Level Descriptors; Bilingual-ESL Department Campus Feedback Forms focusing on ELP/SL/SHOP components implementation; Communication on individual students' (historical TELPAS data charts and graphs provided to campus principals to share with teachers	PBMAS 2014 report, TELPAS 2014 report, 2014 STAAR data, 2014 District AMAOS report	8/2013-6/2014
AMAO 3: ELL Accountability	Analysis of district ELL Safeguards (STAAR), PBMAS, district and state assessments results reflect that the LEP population is under-performing academically in ELAR, Math, Science and Social Studies.	Continuous balanced literacy training for all new PK-1st grade bilingual teachers and training for all 4th-6th bilingual teachers. Continuous monthly ESL secondary reading teachers <i>Growing and Learning Together</i> professional development; emphasis on model teacher lessons using SHOP components, ELAR data and the district ESL <i>Journeys Reading and Good Writer's Kit</i> writing program, <i>Every Day English Reading Grammar and Vocabulary</i> and <i>English in a Flash</i> program for newcomer secondary students. Lap top computers for newcomer secondary classrooms to implement above programs. BrainPopESL, supplemental Reading Software Program for all bilingual and ESL students.	Bilingual/ESL Executive Director, Bilingual and ESL coordinators, Bilingual and ESL Specialists, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendents of Elementary and Secondary Operations, Executive Directors of Curriculum and Instruction and Special Education, Campus Curriculum Facilitators, Directors of Federal Programs, Literacy and Professional Development	Professional staff development activities and instructional resources related to developing first and second language acquisition and high-quality language instruction educational programs.	Sign-in sheets from district and campus professional development on Elementary Bilingual and Secondary ESL Reading Monthly Growing and Learning Together Training; Training Materials/Pictures/Videos on provided training on the ECESD Bilingual-ESL website; Bilingual/ESL Department Campus Feedback Forms focusing on ELP/SL/SHOP component implementation and use of instructional resources; Teachers' lesson plans in Edaphora. Use of ESL Journeys program and newcomer program benchmark assessments.	PBMAS 2014 report, TELPAS 2014 report, 2014 STAAR data, 2014 District AMAOS report	8/2013-6/2014
AMAO 3: ELL Accountability	Analysis of district ELL Safeguards (STAAR), PBMAS, district and state assessments results reflect that the LEP population is under-performing academically in ELAR, Math, Science and Social Studies.	Improve English Reading Skills of ELLs with TELPAS Reading English Language Proficiency Standards (ELPS)	Region 18 ESC Consultant, Indira Salazar, campus administration, Executive Director of Bilingual/ESL, Pilar Moreno-Rocio, Assistant Superintendent of Curriculum and Instruction, Chief Financial Officer, David Harwell	Research-based professional development activities that increase district-wide capacity and knowledge of second language acquisition strategies for teachers of ELLs.	Reports from Region 18 ESC on ECESD teachers attending the two day ESL, TExES training; receipts from teachers having passed the ESL test and having added it to their SBEC certification. Increased number of ESL certified teachers in the district.	District benchmarks, district and campus administrators' walk-through Edaphora forms of ELP/SL sheltered instruction implementation; Bilingual/ESL Campus Feedback Forms, 2014 STAAR performance data	2/24/2014
AMAO 3: ELL Accountability	Analysis of district ELL Safeguards (STAAR), PBMAS, district and state assessments results reflect that the LEP population is under-performing academically in reading ELA, Writing, Math, Science and Social Studies.	Bilingual/ESL K-12th Parent Nights, Bilingual/ESL Pre-K Parent Nights, ESL classes for parents, Latino Family Project for Families of Recent Immigrants, IDRA Recent Immigrants-Parental Involvement Training	Bilingual/ESL Department, Bilingual Teachers, Interdisciplinary Development Research Association, The Latino Literacy Family Project Foundation	Parental involvement activities to promote academic achievement, understanding and support of district language program	Parent Links, Flyers sent out, parent meeting sign-in sheets, survey; powerpoint presentations; pictures and videos of events placed on the bilingual/ESL website; purchase orders for consultant fees (IDRA and The Latino Family Literacy Project)	More parents attending Bilingual/ESL sessions; Decrease on parent denying bilingual/ESL services to students limited in English language proficiency; higher impact on STAAR performance data	8/2013-4/2014
	Analysis of district ELL Safeguards (STAAR), PBMAS, district and state assessments results reflect that the LEP population is under-performing academically in ELAR, Math, Science and Social Studies.	University of Texas at the Permian Basin (UTPB) tutors for Newcomer secondary students to support them with understanding of content during content area classes.	Executive Director of Bilingual/ESL, ESL Coordinator and ESL secondary specialists, Campus Administration, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Secondary Operations, ESL/Sheltered Instruction Trained classroom teachers	Support of UTPB tutors for recent immigrant students to help close the achievement gap to better understand content in core content area classrooms.	ECESD sign-in sheets of orientation training with tutors; Memorandum of understanding between ECESD and UTPB on tutors for secondary newcomer students; logs of services provided by UTPB tutors to students in need of academic support; bills from UTPB to ECESD for rendered services.	Improved performance on 2014 district standard based assessments and 2014 STAAR performance across content areas for newcomer students.	11/2013-3/2014
AMAO 3: ELL Accountability	Analysis of district ELL Safeguards (STAAR), PBMAS, district and state assessments results reflect that the LEP population is under-performing academically in Social Studies.	CLOSE UP ESL student leadership team traveling to Washington D.C. to learn about history.	Bilingual/ESL Department, ESL Secondary Teachers	Building background and improving understanding of Social Studies in recent immigrant students to raise academic performance in social studies.	Receipts from trip to Washington, agendas, written communication with CLOSE UP organization, students' surveys on their experience on the trip.	Social Studies 2015 STAAR Data, 2013 District Standard Based Assessments, build advocacy among student ESL body to support other ESL students with social studies understanding of content.	1/2014-6/2014

**Strategic Priority One: We will ensure that learning experiences are engaging, challenging and meaningful.**

**SP 1.1**

All campuses will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner.

LEA Name:	Ector County ISD
Campus Name:	District

## Needs Assessment Summary and Improvement Plan

		Interventions by Quarter			
		Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
<b>Need 1</b>	To date, what actions have been taken to address Need 1?	<p>*Data shared to support LEP &amp; Special Edu. in U.S. History *PBMAS Committee developed</p> <p>*Principal groups held for input *Goals developed</p> <p>*Strategies determined by Bilingual and Special Education departments derived from principal and campus input</p>	<p>ECISD will increase performance in Social Studies for LEP STAAR EOC Passing Rate (19) &amp; SPED (22.8). ECISD will increase both to the PBMAS standard of at least 50 (with exception of LEP and SPED STAAR EOC PBMAS standard to 30). ECISD will see a decrease in dropout rates and an increase in students graduating under the</p> <p><b>Q2 Goal:</b> RHSP/DAP diploma plan.</p>	<p>ECISD will increase performance in Social Studies for LEP STAAR EOC Passing Rate (19) &amp; SPED (22.8). ECISD will increase both to the PBMAS standard of at least 60 (with exception of LEP and SPED STAAR EOC PBMAS standard to 40). ECISD will see a decrease in dropout rates and an increase in students graduating under the</p> <p><b>Q3 Goal:</b> RHSP/DAP diploma plan.</p>	<p>ECISD will increase performance in Social Studies for LEP STAAR EOC Passing Rate (19) &amp; SPED (22.8). ECISD will increase both to the PBMAS standard of 70 (with exception of LEP and SPED STAAR EOC PBMAS standard to 50). ECISD will see a decrease in dropout rates and an increase in students graduating under the</p> <p><b>Q4 Goal:</b> RHSP/DAP diploma plan.</p>
			<b>Interventions:</b>	<b>Interventions:</b>	<b>Interventions:</b>
			<p>Data PLC meetings at the campus level facilitated by the campus administration, curriculum coordinators, department chairs or lead teachers will look at the SBAs data and unit assessment using Lead4ward heat maps to pinpoint students based upon skills not mastered. Agendas and minutes for PLC meetings will be submitted to the Assistant Superintendents of Elementary and Secondary Education. Teachers will develop an intensive program of intervention for those students failing social studies and in need of</p> <p>1) intervention.</p>	<p>Continue PLC meetings at the campus level to identify and support students deficits in Social Studies as per second SBA data with a</p> <p>1) focus on US history.</p>	<p>Continue PLC meetings where administrators district wide review Social Studies state assessments (STAAR and TELPAS), district standard based assessments and SLR data to develop an intensive program of instruction</p> <p>1) (i.e.:summer school, tutoring etc.)</p>
			<p>District wide professional development for teachers and administrators on SIOP and World Cafe of Strategies (BE-ESL, GT,AVID). Balanced Literacy Training for elementary administrators. Region 18 ESC Training for US History teachers: Addressing Best Practices and TEKS for the US History EOC</p> <p>Purposefully Using the Processes-US History Lead4ward training for all US History teachers. Planning for the co-teaching/inclusion support training with Region 18 ESC.</p> <p>2)</p>	<p>Campus and central office administration to continue monitor implementation of professional development that took place in first quarter through classroom observations using campus feedback or walk-through forms.</p> <p>Plan for needs of topics of professional</p> <p>2) development based on students' needs</p>	<p>Continue to use student data and campus walk-through data to identify and analyze instructional trends and best practices to plan for summer and fall professional development.</p> <p>2)</p>
		<p>Management of five year revised curriculum plan (timing, scope and procedures). Curriculum audit training. Curriculum and Instruction six and nine week pre-planning sessions to support teachers.</p> <p>3)</p>	<p>Identify and train teams (including special program teachers) to work on revised curriculum plan for core content areas, PE/Health, Fine Arts and LOTE.</p> <p>Finalize training on curriculum management for campus curriculum facilitators, directors and assistant superintendent.</p> <p>3)</p>	<p>Complete curriculum management development template by teams. Train Social Studies teachers in full implementation of the District's Curriculum.</p> <p>3)</p>	
		<p>4)</p>	<p>4)</p>	<p>4)</p>	