

LEA Name:	Ector County ISD
Campus Name:	Noel Elementary

**CAMPUS - Data Analysis Summary**

<b>Instructions:</b>	<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>
<b>Definition/Purpose:</b>	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.
<b>Summary of Findings:</b>	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?	Yes
Is your campus identified as a TTIPS recipient?	No

**Section II - Index Questions**

<b>Index 1-Student Achievement</b>	<p>Did your campus meet standard for Index 1?</p> <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? (Reminder: System safeguards data can help with this analysis)</p> <p>Strengths: White, American Indian; Met standard in reading. Weakness: African American, Hispanic, Two or More Races, Special Education, Economically Disadvantaged, ELL, Did not meet standard in Math, Writing or Science.</p>	<p>Select</p> <p><input checked="" type="checkbox"/> African American</p> <p><input checked="" type="checkbox"/> Hispanic</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> American Indian</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> Pacific Islander</p> <p><input checked="" type="checkbox"/> Two or More Races</p> <p><input checked="" type="checkbox"/> Economically Disadvantaged</p> <p><input checked="" type="checkbox"/> Special Education</p> <p><input checked="" type="checkbox"/> English Language Learners</p>
	<b>Index 2-Student Progress</b>	<p>Did your campus meet standard for Index 2? <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span></p> <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? (Reminder: Consider the exceeded progress component as well as made progress when answering)</p> <p><input type="checkbox"/> Yes, at target or less than or equal to 2 points above target</p> <p><input type="checkbox"/> African American</p> <p><input type="checkbox"/> Hispanic</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> American Indian</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> Pacific Islander</p> <p><input type="checkbox"/> Two or More Races</p> <p><input type="checkbox"/> Economically Disadvantaged</p> <p><input type="checkbox"/> Special Education</p> <p><input type="checkbox"/> English Language Learners</p> <p><input type="checkbox"/> Students who failed in 2013 and failed in 2014</p> <p><input type="checkbox"/> Students who passed in 2013 and passed in 2014</p> <p><input type="checkbox"/> Students who were at Level III performance in 2013 and scored a Level II performance in 2014</p> <p><input type="checkbox"/> Other</p>

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<Provide additional information here>	
<b>Index 3-Closing Achievement Gaps</b>	Did your campus meet standard for Index 3? <span style="float: right;">?</span> <i>*see help box for score details</i>
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <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, other than economically disadvantaged, were measured for your campus in Index 3?</p> </div> <div style="width: 35%;"> <p align="center">No</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         </div> </div>
	Weakness- Writing and science for Disadvantaged and Hispanic.
<b>Index 4-Postsecondary Readiness</b>	Did your campus meet standard for Index 4? <span style="float: right;">?</span>
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p><i>If your campus met Index 4 target, then you do not need to answer this question.</i></p> <p>Which component(s) of Index 4 contributed to your campus missing Index 4?</p> </div> <div style="width: 35%;"> <p align="center">No</p> <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         </div> </div>
	With all subgroups performing below the State percentage, rigor will be an all on-going focus to prepare students for post secondary readiness. Teachers' high absentee rate is also contributing.

**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 checked="" type="checkbox"/> Hispanic <input type="checkbox"/> White <input checked="" type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/> Special Education <input checked="" type="checkbox"/> English Language Learners <input checked="" type="checkbox"/> All Students <input 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	<span style="float: left;">?</span> STAAR, attendance reports, discipline reports, iStation (K-3) reports, Classworks, Think Through Math, teacher attendance
Use of Quality Data to Drive Instruction	<span style="float: left;">?</span> STAAR, attendance reports, discipline reports, iStation (K-3) reports, Classworks, Think Through Math
Leadership Effectiveness	<span style="float: left;">?</span> STAAR, attendance reports, discipline reports, iStation (K-3) reports, Classworks reports, teacher turnover, PLC agenda's and minutes.

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Increased Learning Time	STAAR, attendance reports, discipline reports, iStation (K-3) reports, Classworks reports, tutoring results
Family and Community Engagement	Parent workshop attendance, parent input/advisory council, number of parent conferences, home visits.
School Climate	Home visits, attendance tracking, teacher attendance
Teacher Quality	Home visits, attendance tracking, teacher attendance

**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
	Improve relationships between all stakeholders.	
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
	Eco Dis students underperformed all other groups in all areas. Build leadership capacity in administration and staff by using "A Framework of Understanding Students in Poverty". All Noel students are underperforming district and state performance levels in writing. Teachers have difficulty teaching writing. There needs to be attention to the teacher quality using "Writing Workshop" provided by Region 18 with follow up.	
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

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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.

<b>Problem Statements (PS):</b>  <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>	<b>PS 1:</b>	Improve relationships between all stakeholders.	is occurring because of Root Cause #1	<b>Root Cause 1:</b>	Campus has not been adequately building relationships between school, home and community. Our teachers do not have an understanding on how to address the educational needs of an impoverished child.
	<b>PS 2:</b>	Eco Dis students underperformed all other groups in all areas. Build leadership capacity in administration and staff by using "A Framework of Understanding Students in Poverty". All Noel students are underperforming district and state performance levels in writing. Teachers have difficulty teaching writing. There needs to be attention to the teacher quality using "Writing Workshop" provided by Region 18 with follow up.	is occurring because of Root Cause #2	<b>Root Cause 2:</b>	Our teachers do not have an understanding on how to address the educational needs of an impoverished child. Campus has not been doing enough writing across content, context and grade level.
	<b>PS 3:</b>	Students are underperforming in all content areas as compared to the district and Noel needs to improve teachers' knowledge of District approved computer programs. Have PD in using data from District approved computer programs to drive instruction.	is occurring because of Root Cause #3	<b>Root Cause 3:</b>	Teachers are not provided with adequate training in all ECISD approved computer software that supports student learning.
	<b>PS 4:</b>		is occurring because of Root Cause #4	<b>Root Cause 4:</b>	
	<b>PS 5:</b>		is occurring because of Root Cause #5	<b>Root Cause 5:</b>	
	<b>PS 6:</b>		is occurring because of Root Cause #6	<b>Root Cause 6:</b>	
	<b>PS 7:</b>		is occurring because of Root Cause #7	<b>Root Cause 7:</b>	
	<b>PS 8:</b>		is occurring because of Root Cause #8	<b>Root Cause 8:</b>	
	<b>PS 9:</b>		is occurring because of Root Cause #9	<b>Root Cause 9:</b>	
	<b>PS 10:</b>		is occurring because of Root Cause #10	<b>Root Cause 10:</b>	

**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/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.

*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 intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

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<b>Root Cause 1:</b>	Campus has not been adequately building relationships between school, home and community. Our teachers do not have an understanding on how to address the educational needs of an impoverished child.		
<b>Index Number:</b>	<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	<b>Annual Goal:</b>	<input type="checkbox"/> ? Noel Elementary will increase parent attendance to an average of 150 parents per school activity, including PTA, Reading Nights etc. and decrease the amount of discipline issues by 20% by June 2015.
<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input checked="" 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 checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	<b>Strategy:</b>	<input type="checkbox"/> ? Based on the strategies learned through our Ruby Payne training, Noel Elementary will change our concept of the activities used for Family Resource Nights.
		<b>How will addressing this Root Cause impact the index/indicator/CSF?</b>	<input type="checkbox"/> ? An increase focus on parents and the community partnering with the campus in all grade levels, will affect Indices 1, 2, 3, and 4 and CSF 1, 5, and 6.

### Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
<b>Q1 Goal:</b>	<input type="checkbox"/> ? 100% of staff trained on Ruby Payne and Tough Kid Bully Blockers. Noel will increase parent participation to an average of 150 parents per event and provide an increase and varied opportunities for parental involvement.	<b>Q2 Goal:</b>	<input type="checkbox"/> ? Compare the amount of office referrals to quarter one and reduce by 10%. Compare the amount of parent involvement attendance to quarter one to maintain an average 150 parents per event.	<b>Q3 Goal:</b>	<input type="checkbox"/> ? Compare the amount of office referrals to quarter one and two and reduce by 15%. Compare the amount of parent involvement attendance to quarter one to maintain an average 150 parents per event.	<b>Q4 Goal:</b>	<input type="checkbox"/> ? Noel Elementary will increase parent attendance to an overall school average of 150 parents per school activity, including PTA, Reading Nights, etc. Noel will decrease the amount of discipline issues by 20% by June 2015 as compared to June 2014.
<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>	
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.		1)	Fundamental Five Book Study	1)	Look at data to evaluate effectiveness of previous interventions and determine the next best practice.	1)	Look at data to evaluate effectiveness of previous interventions and determine the next best practice.
		2)	Continue the lessons from Tough Kids Bully Blockers	2)	Continue the lessons from Tough Kids Bully Blockers. Continue the implementation of the Fundamental 5 strategies	2)	Continue the lessons from Tough Kids Bully Blockers. Continue the implementation of the Fundamental 5 strategies
		3)	Continue with the Family Resource Nights/ Parenting Partners final meeting in November. New FRP hired and will begin parent contacts.	3)	Parent involvement activities ( Cookies and Canvas, Math and Family Reading Night.) . FRP will continue parent contacts.	3)	Parental Involvement including Final Awards Ceremony, Kinder graduation, etc. FRP will make family contacts on upcoming events.
		4)	Continue implementing strategies from the Ruby Payne staff development.	4)	Continue implementing strategies from the Ruby Payne staff development.	4)	Continue implementing strategies from the Ruby Payne staff development.
<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>	
1)		1)	Better instruction will lead to fewer referrals and bullying complaints. The leadership team will monitor the number of referrals	1)	Better instruction will lead to fewer referrals and bullying complaints. The leadership team will monitor the number of referrals	1)	Better instruction will lead to fewer referrals and bullying complaints. The leadership team will monitor the number of referrals
2)		2)	Lesson Plans/ Master Schedule and monitor Ruby Payne Strategies through PLCs and classroom walk throughs.	2)	Lesson plans/Master Schedule and monitor Ruby Payne strategies and strategies from the book The Fundamental Five through PLCs and classroom walkthroughs.	2)	Lesson plans/Master Schedule and monitor Ruby Payne strategies and strategies from the book The Fundamental Five through PLCs and classroom walkthroughs.
3)		3)	FRP logs-notes, flyers, Parent Link reports	3)	FRP logs-notes, flyers, Parent Link reports	3)	FRP logs-notes, flyers, Parent Link reports
4)		4)	Parent Sign ins	4)	Parent Sign Ins	4)	Parent Sign Ins

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<b>End of Quarter Reporting</b>			
<b>Q1 Report</b> <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.</small>	<b>Q2 Report</b>	<b>Q3 Report</b>	<b>Q4 Report</b>
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 increased the number and types of parent involvement activities. We are meeting the average of 150 parents at each activity. We will continue with new events for parents. The referrals are slightly less than last year. This is still an area of concern.	Describe the data or evidence used to determine if the goal will or won't be met. Fundamental Five Book Study complete. School referrals are down. Teachers have applied strategies from the Ruby Payne training, evidence of parent conference forms and sign ins from our parent involvement activities.	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? With referrals being a concern, resets in CHAMPS are being done. Our walkthroughs are showing that teachers are not working in the Power Zone when teaching. We will have further training in this area.	What, if any, adjustments must be made in order to meet the annual goal? None at this time.	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?
<b>End of Year Reporting</b>			
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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<b>Root Cause 2:</b>	Our teachers do not have an understanding on how to address the educational needs of an impoverished child. Campus has not been doing enough writing across content, context and grade level.		
<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input checked="" 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 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		
<b>Annual Goal:</b>	<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> Noel staff will take on leadership roles in PLCs to increase data driven lesson plans and increase ideas for helping students be successful. This success will be measured by an increase in STAAR scores for Economically Disadvantaged in all content areas to 60% and for all subgroups in the content area of writing to a minimum of 60%.		
<b>Strategy:</b>	<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> Through on-going professional development, targeted on skills to improve the understanding of low socio-economic students, teachers' skill will be improved impacting individual student progress and closing the achievement gap, and promoting high levels of learning which improves post secondary readiness.		
<b>How will addressing this Root Cause impact the index/indicator/CSF?</b>	<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> Staff and administrators will gain knowledge to increase leadership skills to have a positive impact on student learning. All indices and CSF 1, 2, 3, 5, 6 and 7		
<b>Interventions by Quarter</b>			
<b>Q1 (Aug, Sept, Oct)</b>	<b>Q2 (Nov, Dec, Jan)</b>	<b>Q3 (Feb, Mar, Apr)</b>	<b>Q4 (May, June, July)</b>
<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> Increase EcoDis performance in all content areas to an average of 60% based on SEs taught and tested. Increase all subgroups performance in writing to an average of 45% on taught and tested SEs.	<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> Increase EcoDis performance in all content areas to an average of 60% based on SEs taught and tested. Increase all subgroups performance in writing to an average of 50% on taught, tested and spiraling SEs.	<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> Increase EcoDis performance in all content areas to an average of 60% based on SEs taught and tested. Increase all subgroups performance in writing to an average of 55% on taught, tested and spiraling SEs.	<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> Noel Elementary will build leadership capacity among staff and administrators by on-going professional development. Staff will take on leadership roles in PLCs to increase data driven lesson plans and increase ideas for helping students be successful. This success will be measured by an increase in STAAR scores for Economically Disadvantaged in all content areas to 80% and for all subgroups in the content area of writing to a minimum of 60%.
<b>Q1 Goal:</b>	<b>Q2 Goal:</b>	<b>Q3 Goal:</b>	<b>Q4 Goal:</b>
<b>Interventions:</b>	<b>Interventions:</b>	<b>Interventions:</b>	<b>Interventions:</b>
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.	1) Teachers monitor and target identified EcoDis students requiring interventions in all content areas. Students will utilize a data folder. Both teachers and student will monitor growth using assessment data.( examples Istations, SBA etc)	1) Teachers will continue to monitor and target identified EcoDis students requiring interventions in all content areas. Teachers and students will continue to chart growth in the data folders.	1) Teachers will continue to monitor and target identified EcoDis students requiring interventions in all content areas. Teachers and students will continue to chart growth in the data folders.
	2) Continue PLC training as indicated by data with a focus on EcoDis, writing quality objectives, develop timeline and prompts for writing and instructional strategies to target EcoDis.	2) Continue PLC training as indicated by data with a focus on EcoDis, writing quality objectives, develop timeline and prompts for writing and instructional strategies to target EcoDis.	2) Continue PLC training as indicated by data with a focus on EcoDis, writing quality objectives, develop timeline and prompts for writing and instructional strategies to target EcoDis.
	3) Continue 9-week half day planning using data to drive instruction.	3) Continue 9-week half day planning using data to drive instruction.	3) Continue 9-week half day planning using data to drive instruction.
	4) Continue Writing Workshop, with a focus on writing portfolios, provided by Region 18	4) Continue Writing Workshop provided by Region 18 based on campus identified needs from Q2.	4) Complete writing portfolios in preparation for final review.
<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>
1)	1) Monitor EcoDis data folders	1) Continue monitoring EcoDis data folders to target interventions	1) Continue monitoring EcoDis data folders to target interventions
2)	2) PLC agenda and minutes	2) PLC agenda and minutes	2) PLC agenda and minutes
3)	3) Classroom walkthroughs and lesson plan monitoring.	3) Classroom walkthroughs and lesson plan monitoring.	3) Classroom walkthroughs and lesson plan monitoring.
4)	4) First writing prompt and rubric in writing portfolios.	4) Second writing prompt and rubric in writing portfolios.	4) Final writing prompt and rubric in writing portfolios.

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**End of Quarter Reporting**

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
<b>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.</b>							
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.	Minutes from the half day planning, PLCs, RTI meetings and parent conferences. Writing pieces from our writing portfolios and sign in from the writing training.	Describe the data or evidence used to determine if the goal will or won't be met.	Teachers have identified the EcoDis students and monitor them through data such as lstations, classworks, and local tests. Both teachers and students are keeping up with the student data by using the lstations graphing chart and teacher made charts. Many students are able to discuss their data. Region 18 provided writing workshops on writing menus and portfolios. The district provided the scoring and rubric training to the staff. Half day PLC planning is taking place.	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 providing quality staff development, planning time and guidance on data to make sure that we are interpreting the information correctly and providing supports in areas of need. Continue with Region 18 training and writing portfolios.	What, if any, adjustments must be made in order to meet the annual goal?	Continue monitoring EcoDis students.	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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<b>Root Cause 3:</b>	Teachers are not provided with adequate training in all ECISD approved computer software that supports student learning.				
<b>Index Number:</b>	<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		<b>Annual Goal:</b>	?	100% of Noel Teachers will be proficient on all district reading and math computer programs and be able to add students to programs, change information as needed, and run reports to drive instruction for the 2014-2015 school year as evidenced through increase performance for all students in reading by no less than 10% and math by no less than 15% as evident on district reading and math software.
<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input 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 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 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 checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		<b>Strategy:</b>	?	Through on-going professional development and targeted focused data analysis will be improved impacting individual student progress and closing the achievement gap, and promoting high levels of learning which improves post secondary readiness.
			<b>How will addressing this Root Cause impact the index/indicator/CSF?</b>	?	Teachers will be effective in the use of all technology in order to provide quality lessons and interventions Indices 1, 2, 3, 4, and CSF 1,2, and 7 by improving understanding and learning by the teacher on approved software and in turn students will become more successful.



LEA Name: Ector County ISD		Campus Name: Noel Elementary	
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)
<p>1) ? To establish a benchmark for all Noel students in reading and math district software.</p> <p><b>Q1 Goal:</b></p>	<p>1) ? Increase in student performance in reading and math district software by 10% from Q1 screener.</p> <p><b>Q2 Goal:</b></p>	<p>1) ? Increase in student performance in reading and math district software by 10% from Q2 results.</p> <p><b>Q3 Goal:</b></p>	<p>1) ? 100% of Noel Teachers will be proficient on all district reading and math computer programs and be able to add students to programs, change information as needed, and run reports to drive instruction for the 2014-2015 school year as evidenced through increase performance for all students in reading by no less than 10% and math by no less than 15% as evident on district reading and math software.</p> <p><b>Q4 Goal:</b></p>
Interventions:	Interventions:	Interventions:	Interventions:
<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.</p>	1) Teachers will be trained on the following Classworks, Brainchild, Think Through Math and Istations with fidelity	1) Teachers will continue to be updated on the software programs. They will utilize and monitor Classworks, Brainchild, Think Through Math and Istations with fidelity . Teachers will be able to pull reports to use for interventions and update data folders.	1) Teachers will continue to be updated on the software programs. They will utilize and monitor Classworks, Brainchild, Think Through Math and Istations with fidelity . Teachers will be able to pull reports to use for interventions and update data folders.
	2) Students will continue to use the district reading and math software programs.	2) Students will continue to use the district reading and math software programs.	2) Students will continue to use the district reading and math software programs.
	3) Teachers will create reports to identify students in need of interventions for reading and math.	3) Teachers will create reports to identify students in need of interventions for reading and math.	3) Teachers will create reports to identify students in need of interventions for reading and math.
	4) Data from programs will be used to drive instruction.	4) Data from programs will be used to drive instruction.	4) Data from programs will be used to drive instruction.
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) Reports from computer programs.	1) Reports from computer programs.	1) Reports from computer programs.	1) Reports from computer programs.
2) PLC meeting agenda and minutes	2) PLC meeting agenda and minutes	2) PLC meeting agenda and minutes	2) PLC meeting agenda and minutes
3) Lesson plans and classroom walk throughs	3) Lesson plans and classroom walk throughs	3) Lesson plans and classroom walk throughs	3) Lesson plans and classroom walk throughs
4) Student data folders.	4) Student data folders.	4) Student data folders.	4) Student data folders.
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?	Yes	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.	Teacher sign ins from trainings, student data folders, lesson plans, intervention list, and walk throughs show evidence that the computer programs are being utilized appropriately and effectively.	Describe the data or evidence used to determine if the goal will or won't be met.	The reading specialist, CCF and the district (Achiever) has provided refreshers, introduction and on-going training for the staff. Data from the programs, along with district assessments are used to drive instruction for the classroom lessons, tutoring, intervention and workstations.
What, if any, adjustments must be made in order to meet the annual goal?	We have trained on two programs and will continue training. (Think Through Math)	What, if any, adjustments must be made in order to meet the annual goal?	Continue the training for those who are still struggling to work the programs independently.
	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?
End of Year Reporting			

LEA Name: <i>Ector County ISD</i>				
Campus Name: <i>Noel Elementary</i>				
<b>Accountability Monitoring State Targeted Reconstitution Plan (Supplement to the targeted Improvement Plan)</b>				
Campus Redesign that Provides Personal Attention and Guidance	The Administration, staff, DCSI and PSP will review campus mentoring programs to provide support for new and inexperienced staff.	Meetings in October, November, and December.	Noel Elementary will open as a reconstituted campus August 2015.	Mr. Crowe - superintendent; Wendy Hines - assistant superintendent; Carolyn Gonzales - assistant superintendent; Dr. Joe Kopec - PSP; Lisa Wills - DCSI; Ann McClarty-Elementary Operations Tammie White - principal
<b>Comments</b>				
Mentoring programs and who will participate will be specifically addressed in the February 10 submission.				
<b>Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107</b> ?	<b>Reconstitution Determinations</b> ?	<b>Actions Planned or Taken</b> ?	<b>Timelines</b> ?	<b>Resources and Persons Responsible</b> ?
Campus Redesign that Provides High Expectations for All Students	The Administration, staff, DCSI and PSP will observe for rigor in the core subject areas of math, reading, writing, and science.	Meetings in October, November, December, and January.	Noel Elementary will open as a reconstituted campus August 2015.	Mr. Crowe - superintendent; Wendy Hines - assistant superintendent; Carolyn Gonzales - assistant superintendent; Dr. Joe Kopec - PSP; Lisa Wills - DCSI; Ann McClarty-Elementary Operations Tammie White - principal
<b>Comments</b>				
Academic expectations and plans related to the core subjects will be specifically addressed in the February 10 submission.				

LEA Name: <i>Ector County ISD</i>				
Campus Name: <i>Noel Elementary</i>				
<b>Accountability Monitoring State Targeted Reconstitution Plan (Supplement to the targeted Improvement Plan)</b>				
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	The Administration, staff, DCSI and PSP will review curriculum in the core subject areas of math, reading, writing, and science. Region 18 ESC will be used as a resource. ECISD rubric will be used to evaluate curriculum.	Meetings in spring 2015.	Noel Elementary will open as a reconstituted campus August 2015.	Mr. Crowe - superintendent; Wendy Hines - assistant superintendent; Carolyn Gonzales - assistant superintendent; Joe Kopec - PSP; Lisa Wills - DCSI; Ann McClarty-Elementary Operations Tammie White - principal Dr.
<b>Comments</b>				
Curriculum changes will be targeted and addressed in the February submission.				
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	The Administration, staff, DCSI and PSP will review leadership training needs and restructuring.	Meetings in spring 2015 to determine needs of the campus leadership.	Noel Elementary will open as a reconstituted campus August 2015.	Mr. Crowe - superintendent; Wendy Hines - assistant superintendent; Carolyn Gonzales - assistant superintendent; Joe Kopec - PSP; Lisa Wills - DCSI; Ann McClarty-Elementary Operations Tammie White - principal Dr.
<b>Comments</b>				
The CIT will develop plans for campus leadership focus and include those plans in the February submission.				
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>Noel Elementary</i>				
<b>Accountability Monitoring State Targeted Reconstitution Plan (Supplement to the targeted Improvement Plan)</b>				
Campus Redesign that Addresses Sustained Professional Development	The Administration, staff, DCSI and PSP will review staff development opportunities and discuss professional development that is needed on campus based on deep data analysis.	Meetings in spring 2015.	Noel Elementary will open as a reconstituted campus August 2015.	Mr. Crowe - superintendent; Wendy Hines - assistant superintendent; Carolyn Gonzales - assistant superintendent; Dr. Joe Kopec - PSP; Lisa Wills - DCSI; Ann McClarty-Elementary Operations Tammie White - principal
<b>Comments</b>				
The DCSI and PSP will include professional development recommendation updates in the February submission and final recommendations in the Reconstitution Final Plan.				
<b>Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107</b> ?	<b>Reconstitution Determinations</b> ?	<b>Actions Planned or Taken</b> ?	<b>Timelines</b> ?	<b>Resources and Persons Responsible</b> ?
Campus Redesign that Addresses Financial Commitment	The Administration, staff, DCSI and PSP will review budgets for 2013, 2014, and 2015 for trends and campus needs.	Meetings in spring 2015.	Noel Elementary will open as a reconstituted campus August 2015.	Mr. Crowe - superintendent; Wendy Hines - assistant superintendent; Carolyn Gonzales - assistant superintendent; Dr. Joe Kopec - PSP; Lisa Wills - DCSI; Ann McClarty-Elementary Operations Tammie White - principal
<b>Comments</b>				
The DCSI and PSP will include 2015/16 budget recommendations in the February submission. .				

LEA Name:	Ector County ISD
Campus Name:	Noel Elementary

**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 Enhanced Parental and Community Involvement	The Administration, staff, DCSI and PSP will discuss the Parent Teacher Association impact, review the needs for parent/community workshops and work with campus to ensure that the increased opportunities for participation result in an increased number of parents. (150 per)	Meetings in spring 2015.	Noel Elementary will open as a reconstituted campus August 2015.	Mr. Crowe - superintendent; Wendy Hines - assistant superintendent; Carolyn Gonzales - assistant superintendent; Joe Kopec - PSP; Lisa Wills - DCSI; Ann McClarty-Elementary Operations Tammie White - principal

**Comments**

The DCSI and PSP will include suggested parent/community workshops in the February submission and final recommendations in the Reconstitution Final 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
Other Elements of Innovative Campus Redesign	The Administration, staff, DCSI and PSP will review factors impacting student success and changes to improve success.	Meetings in spring 2015.	Noel Elementary will open as a reconstituted campus August 2015.	Mr. Crowe - superintendent; Wendy Hines - assistant superintendent; Carolyn Gonzales - assistant superintendent; Joe Kopec - PSP; Lisa Wills - DCSI; Ann McClarty-Elementary Operations Tammie White - principal

**Comments**

The CIT will include any additional factors relevant to the improved success of students at Noel Elementary.

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**

LEA Name: <i>Ector County ISD</i>				
Campus Name: <i>Noel Elementary</i>				
<b>Accountability Monitoring          State Targeted Reconstitution Plan          (Supplement to the targeted Improvement Plan)</b>				
<enter text>				
<b>Targeted Reconstitution</b> <b>19 TAC §97.1051(7), §97.1064, and TEC §39.107</b>	<b>Reconstitution Determinations</b>	<b>Actions Planned or Taken</b>	<b>Timelines</b>	<b>Resources and Persons Responsible</b>
Select One	<enter text>	<enter text>	<enter text>	<enter text>
<b>Comments</b>				
<enter text>				