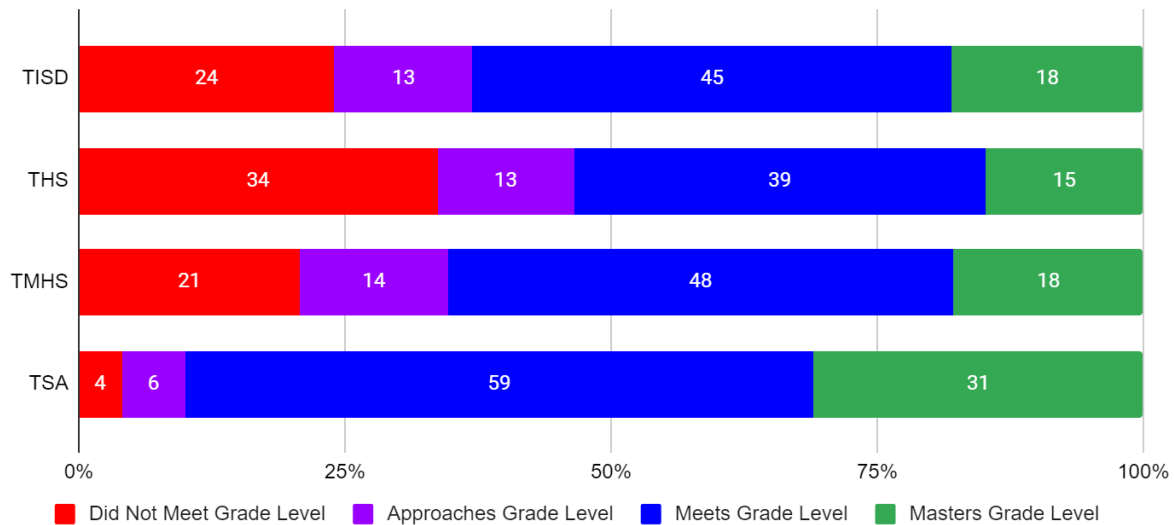


TISD English I TEA BOY



By Campus Reflection:

- TSA performed very well showing a strong incoming freshman class. With their goals of 100% meets and approaches, I think it is very likely that they will meet EOY targets.
- THS continued to show some deficits in certain TEKS including those that are higher level like text evidence and inference. As such, we are working closely with these teachers to assess students more regularly and increase text complexity earlier in the year to provide a stretch between BOY to EOY that will show greater performance for their students on STAAR. As the level English I team is mostly brand new, this will be a large focus of our district CNI team.
- TMHS performed well at the lower end, predicting a good year for their approaches and meets categories. Masters still shows as an area of need for this campus, though, specifically on those TEKS that require high level inference or synthesis. It should be noted that TMHS benefits greatly at EOY from their very high writing scores that are not included here, that, if taken into account, would be very encouraging for the growth we could see in masters at the English I level at TMHS this year.

Immediate Actions:

- Continued work with teachers to increase text complexity to deal with increased rigor on STAAR due to HB 3906.
- CNI District training of all campus staff on intervention procedures by the end of September to ensure consistent, intervention practices are occurring at all tiers across all campuses. These trainings will occur through PLC meetings.
- Weekly attendance at all PLC meetings by either Dr. Ashley L. Schlafly or Amy Green to ensure consistency and to provide CNI resources and assistance as needed.
- The TISD District ELA team is continuing to prioritize an increase in both professional development opportunities and resource provision on the topic of non-narrative non-fiction to help continue to close the gap between literary and informational instruction.
- Partner with District multi-lingual and SPED teams to determine what intervention procedures would be appropriate for these groups, specifically in terms of working on tracking reading skills and standards monthly moving forward.