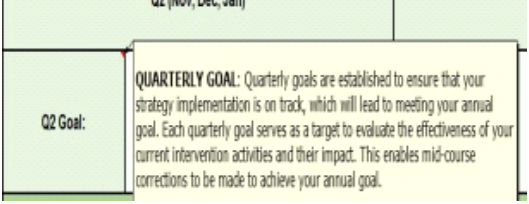
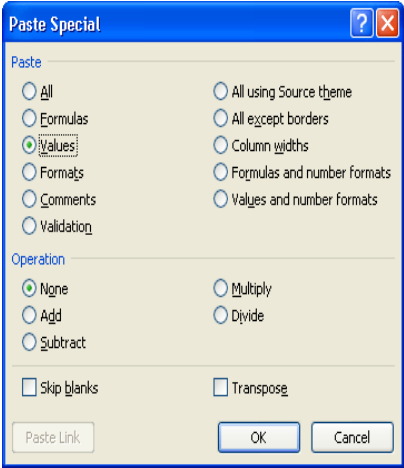


# 16-2017 Targeted Improvement Plan - for PC and Mac Users



## Tips for Navigating the Targeted Improvement Plan

Feature/Tip	Explanation	Screenshot
<b>Completion of the Data Analysis Summary</b>	There is a Data Analysis Summary tab for a campus user and one for a district user. Only complete <b>ONE</b> of these tabs in the workbook. <i>(If you are a single-campus district</i>	
<b>Zoom Level Bar</b>	The Zoom Level Bar can be used in place of the zoom level drop down menu in newer versions of excel and is found at the bottom right of an excel workbook.  You can change the zoom by dragging the arrow left or right OR clicking the + or - buttons to increase/decrease the zoom level by 10% with each click.  <b>Tabs within this workbook work optimally when the zoom level is set to 80%.</b> If you find that the alignment of the checkboxes is skewed, check your zoom level.	
<b>Check Box Selection</b>	Check boxes have been added to the workbook to allow you to select more than one answer. Place a check in the box next to all answers that apply.	
<b>Expanding the Height of Rows</b>	If you cannot see all of the information you have entered into a cell, you may make minor adjustments to the height of the cell.  1) Highlight the row by placing your cursor on the row number 2) Right click and select 'Row Height' from the menu 3) Increase the number in the 'Row Height' pop-up window 4) Click OK	

<p><b>Viewing Help Boxes</b></p>	<p>Throughout this document, there are cells with that contain information and guidance you may need to help answer questions. These cells have been marked with a small, red triangle in the top right corner.</p> <p>To view the help information for a particular cell, hover your mouse</p>																
<p><b>Using the Copy/Paste feature within the Excel document</b></p>	<p>In order to use the Paste Special feature:</p> <ol style="list-style-type: none"> <li>1. Copy the text as normal.</li> <li>2. Right click on the destination cell.</li> <li>3. Choose Paste Special.</li> <li>4. Select from the menu either Values or Text. Click OK when finished.</li> </ol> <p>If while attempting to paste, a message appears indicating that the data being pasted is not the correct size and shape, please do the following:</p> <ol style="list-style-type: none"> <li>1. Copy the text as normal.</li> </ol>																
<p><b>Entering the District/Campus Information</b></p>	<p>The District/Campus name <b>MUST</b> be entered on the 'Contact-Intervention Info' tab. Once this has been done the District/Campus name will automatically be copied to each of the remaining tabs within the workbook.</p>	<table border="1" data-bbox="771 1035 1482 1209"> <thead> <tr> <th>Education Service Center (ESC) Number:</th> <th>District Number:</th> <th>District Name:</th> <th>Campus Number:</th> <th>Campus Name:</th> </tr> </thead> <tbody> <tr> <td>Select</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Date of Public Hearing for Targeted Improvement Plan:</td> <td></td> <td>Date Targeted Improvement Plan Approved by Board:</td> <td></td> <td></td> </tr> </tbody> </table>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:	Select					Date of Public Hearing for Targeted Improvement Plan:		Date Targeted Improvement Plan Approved by Board:		
Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:													
Select																	
Date of Public Hearing for Targeted Improvement Plan:		Date Targeted Improvement Plan Approved by Board:															
<p><b>List of Acronyms</b></p>	<p>CAP: Corrective Action Plan          CDN: County-District Number          CSF: Critical Success Factor          DA: Data Analysis          EOY: End-of-Year          ESC: Education Service Center          ESEA: Elementary and Secondary Education Act          IP: Improvement Plan</p>	<p>IR: Improvement Required          NA: Needs Assessment          PBM: Performance-Based Monitoring          PBMAS: Performance-Based Monitoring Analysis System          RF: Residential Facilities          TCDSS: Texas Center for District and School Support          TEA: Texas Education Agency          TTIPS: Texas Title I Priority Schools</p>															

*\* Once information specific to your campus or district is entered below it will be populated onto each of the other tabs within this workbook.*

Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
Region 18	068901	Ector County ISD	000000047	Ector Middle School

Date of Public Hearing for Targeted Improvement Plan:	6/6/2016	Date Targeted Improvement Plan Approved by Board: <i>(Improvement Required Only)</i>	6/6/2016
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District Coordinator of School Improvement (DCSI):	Marlane Burns	Professional Service Provider (PSP) Name:	Wayne Byrd
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District/Campus Leadership Team (DLT/CLT) Members:		
Kendra Herrera	Campus Principal	Wayne Byrd-PSP
Amy Russell	Instructional Services Director	
Michelle Norrid / Melissa Fuentes	Campus Curriculum Facilitators	
Department Heads/Teachers	Chavez, Baeza, Grainger, A.Garcia, Armendariz, Treen, Brosemer,	
Roy Garcia		

Intervention Identification					
Performance-Based Monitoring Accountability System (PBMAS):	Improvement Required (IR):	Texas Title I Priority School (TTIPS):	Priority:	Focus:	If a campus is paired with your campus/district, please enter the name the campus below.
Yes	Yes	No	No	No	<Enter campus name here.>

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	00000047	Ector Middle School

### 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 your 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 IV (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCSS 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 as Improvement Required in the state accountability system?	Yes	<i>Responses to these questions have been populated from the Contact-Intervention Information Tab</i>
Is your campus identified as a Priority campus?	No	
Is your campus identified as a TTIPS campus?	No	
Is your campus implementing a turnaround plan?	Yes	

## Section II - Index Questions

<b>Index 1 - Student Achievement</b>	Did your campus meet standard for Index 1?	No						
	<p><i>If your campus Index 1 score was 5 points above index target, you do not need to answer this question*.</i></p> <p>Which student group(s) is(are) in greatest need of improvement? (Reminder: System safeguards data can help with this analysis.) * See help box for score details.</p>	<b>Student Group</b>	<b>Content Area</b>					
		African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Hispanic	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics	
		White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Economically Disadvantaged	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics	
Special Education		<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics		
English Language Learners	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
<Provide any additional information here.>								
<b>Index 2 - Student Progress</b>	Did your campus meet standard for Index 2?	Yes						
	<p><i>If your campus met Index 2 target, then you do not need to answer this question.</i></p> <p>If your campus missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth? (Reminder: Consider the exceeded progress component as well as made progress when answering.)</p>	<input type="checkbox"/> African American	<input 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
	<p><i>If your campus met Index 2 target, then you do not need to answer this question.</i></p> <p>If your campus missed Index 2 target, which student group(s) contributed to missing the Index 2 target?</p>	<input type="checkbox"/> Students who failed in 2015 and failed in 2016 <input type="checkbox"/> Students who passed in 2015 and passed in 2016 <input type="checkbox"/> Students who were at Level III performance in 2015 and scored a Level II performance in 2016 <input type="checkbox"/> Other						
	<Provide any additional information here.>							

<b>Index 3 - Closing Achievement Gaps</b>	Did your campus meet standard for Index 3? <i>*see help box for score details</i>	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.	<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
	Which student group(s), other than economically disadvantaged, was(were) measured for your campus in Index 3?	<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
	Which two ethnic/race student groups will be measured in Index 3 in the 2017 rating?	<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
<Provide any additional information here.>		
<b>Index 4 - Postsecondary Readiness</b>	Did your campus meet standard for Index 4? <i>*see help box for score details</i>	Yes, with a non-AEA index score greater than 2 points above target
	If your non-AEA campus Index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.	<input type="checkbox"/> STAAR component-student performance at or above Level II, Final
	If your AEA campus Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.	<input type="checkbox"/> Graduation Rate
	Which component(s) of Index 4 contributed to your campus missing Index 4?	<input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator
<Provide any additional information here.>		

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**Section III - PBMAS**

***(If your district is not identified in PBMAS, move to section IV)***

Select any program area(s) where your district received a performance level (PL) 2 or 3 on a student academic performance indicator in their Performance-Based Monitoring Analysis System (PBMAS) report.	<input checked="" type="checkbox"/> BE/ESL <input checked="" type="checkbox"/> CTE <input checked="" type="checkbox"/> NCLB (Title I, Part A or Migrant) <input checked="" type="checkbox"/> Special Education
How might your campus have contributed to PBMAS area(s) of concern and what correlations can be made between them and your campus' system safeguards?	High number of ELL and high number of Special Ed correlates with the district's being in Stage 3/4 for these two populations. EMS has very few students scoring at a final Level 3. EMS has a very low passing rate for the ELL's that have been in the program 6 + years.

## 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)

<b>Academic Performance</b>	<ul style="list-style-type: none"> <li>• STAAR/EOC Results • Texas Academic Performance Reports • TELPAS results • Curriculum- Based Assessments Formative assessments • Student self-tracking goal setting documents • Tutoring reports • Student portfolios</li> </ul>
<b>Use of Quality Data to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• STAAR/EOC Results • Curriculum- Based Assessments • Formative assessments • Data Management Systems (DMAC/Eduphoria) • Data walls/ rooms</li> <li>• Individual student profiles • Response to Intervention tracking • Classroom walkthrough data • Feedback from walkthroughs • Professional learning community minutes</li> <li>• Intervention decisions • Teacher surveys • TEKS- unpacking • Re-teaching/Tutoring</li> <li>• Use of anecdotal data such as teacher or counselor input in ARDs or LPAC meetings</li> </ul>
<b>Leadership Effectiveness</b>	<ul style="list-style-type: none"> <li>• STAAR/EOC Results • Texas Academic Performance reports • Teacher retention/hiring • Teacher attendance</li> <li>• professional Development plans (including implementation and monitoring plans) • Content Teacher leader</li> <li>• Principal/Assistant Principals evaluation results • Teacher evaluation results/Teacher Goal Setting • Principal/teacher self-evaluation and Goal Setting • Distributive Leadership</li> </ul>
<b>Increased Learning Time</b>	<ul style="list-style-type: none"> <li>Time on task observations • Student engagement observations • Master schedule daily content and cross-curricular PLC • Minutes of instructional time per day • Days per year on the instructional calendar • Minutes offered for staff collaboration/PD</li> </ul>
<b>Family and Community Engagement</b>	<ul style="list-style-type: none"> <li>• Family and community perception surveys • Number of parent/family conferences held • Number of family/parent focus workshops and programs offered</li> <li>• Number of home visits conducted • Observed results from the home visits • Number of modes of communication used to inform families how to support their student academic growth • Number of languages in which parent communication is provided • Number of community partners</li> </ul>
<b>School Climate</b>	<ul style="list-style-type: none"> <li>• Teacher retention rate • Staff perception data • Parent/Community perception data • Discipline data • Aggregated /disaggregated attendance data</li> <li>• PEIMS data • PBIS activities &amp; impact • Teacher attendance • Involvement in extra-curricular activities • Walk-through Observations/Debrief • Campus cleanliness</li> <li>• Community involvement and support • Aggregated/ disaggregated discipline referral data • PEIMS 425 report</li> </ul>
<b>Teacher Quality</b>	<ul style="list-style-type: none"> <li>• STAAR/EOC results</li> <li>• Student feedback</li> <li>• Classroom observations</li> <li>• Third party classroom observation</li> <li>• Teacher recruitment process</li> <li>• Increased student performance • Walk-through data/Debrief • Teacher feedback • Teacher evaluation results • Professional development hours • Professional development implementation (as evidenced</li> </ul>



## 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.

		Lack of quality planning and instructional delivery of learning objectives.									
				<b>Student Group</b>			<b>Content Area</b>				
<b>Problem Statement 1:</b>	<p>Which Index(es) does this problem statement address?</p> <p>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</p>	<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	African American	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			Hispanic	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			White	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			American Indian	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			Asian	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			Pacific Islander	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			Two or More Races	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			Economically Disadvantaged	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			Special Education	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			English Language Learners	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
		Student lack of positive academic and social awareness.									
				<b>Student Group</b>			<b>Content Area</b>				
<b>Problem Statement 2:</b>	<p>Which Index(es) does this problem statement address?</p> <p>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</p>	<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	African American	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			Hispanic	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			White	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			American Indian	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			Asian	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			Pacific Islander	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			Two or More Races	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			Economically Disadvantaged	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			Special Education	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
			English Language Learners	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			

		Student Group	Content Area						
<b>Problem Statement 3:</b>	<p>Which Index(es) does this problem statement address?</p> <p>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</p>	<input type="checkbox"/> Not Applicable	African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		<input type="checkbox"/> Index 1: Student Achievement  <input type="checkbox"/> Index 2: Student Progress  <input type="checkbox"/> Index 3: Closing Achievement Gaps  <input type="checkbox"/> Index 4: Postsecondary Readiness	<input type="checkbox"/>	Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics

		Student Group	Content Area						
<b>Problem Statement 4:</b>	<p>Which Index(es) does this problem statement address?</p> <p>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</p>	<input type="checkbox"/> Not Applicable	African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		<input type="checkbox"/> Index 1: Student Achievement  <input type="checkbox"/> Index 2: Student Progress  <input type="checkbox"/> Index 3: Closing Achievement Gaps  <input type="checkbox"/> Index 4: Postsecondary Readiness	<input type="checkbox"/>	Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/>	English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics

<b>Problem Statement 5:</b>			<b>Student Group</b>	<b>Content Area</b>					
	<b>Which Index(es) does this problem statement address?</b>  <b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b>	<input type="checkbox"/> Not Applicable  <input type="checkbox"/> Index 1: Student Achievement  <input type="checkbox"/> Index 2: Student Progress  <input type="checkbox"/> Index 3: Closing Achievement Gaps  <input type="checkbox"/> Index 4: Postsecondary Readiness	African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics		

<b>Problem Statement 6:</b>	<Type your problem statement here.>		<b>Student Group</b>	<b>Content Area</b>					
	<b>Which Index(es) does this problem statement address?</b>  <b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b>	<input type="checkbox"/> Not Applicable  <input type="checkbox"/> Index 1: Student Achievement  <input type="checkbox"/> Index 2: Student Progress  <input type="checkbox"/> Index 3: Closing Achievement Gaps  <input type="checkbox"/> Index 4: Postsecondary Readiness	African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics		

<b>Problem Statement 7:</b>	<Type your problem statement here.>							
	<b>Which Index(es) does this problem statement address?</b>  <b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b>	<input type="checkbox"/> Not Applicable  <input type="checkbox"/> Index 1: Student Achievement  <input type="checkbox"/> Index 2: Student Progress  <input type="checkbox"/> Index 3: Closing Achievement Gaps  <input type="checkbox"/> Index 4: Postsecondary Readiness	<b>Student Group</b>	<b>Content Area</b>				
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

<b>Problem Statement 8:</b>	<Type your problem statement here.>							
	<b>Which Index(es) does this problem statement address?</b>  <b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b>	<input type="checkbox"/> Not Applicable  <input type="checkbox"/> Index 1: Student Achievement  <input type="checkbox"/> Index 2: Student Progress  <input type="checkbox"/> Index 3: Closing Achievement Gaps  <input type="checkbox"/> Index 4: Postsecondary Readiness	<b>Student Group</b>	<b>Content Area</b>				
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

<b>Problem Statement 9:</b>	<Type your problem statement here.>							
	<b>Which Index(es) does this problem statement address?</b>  <b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b>	<input type="checkbox"/> Not Applicable  <input type="checkbox"/> Index 1: Student Achievement  <input type="checkbox"/> Index 2: Student Progress  <input type="checkbox"/> Index 3: Closing Achievement Gaps  <input type="checkbox"/> Index 4: Postsecondary Readiness	<b>Student Group</b>	<b>Content Area</b>				
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

<b>Problem Statement 10:</b>	<Type your problem statement here.>							
	<b>Which Index(es) does this problem statement address?</b>  <b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b>	<input type="checkbox"/> Not Applicable  <input type="checkbox"/> Index 1: Student Achievement  <input type="checkbox"/> Index 2: Student Progress  <input type="checkbox"/> Index 3: Closing Achievement Gaps  <input type="checkbox"/> Index 4: Postsecondary Readiness	<b>Student Group</b>	<b>Content Area</b>				
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	00000047	Ector Middle School

## DISTRICT - 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 helps inform your district in the completion of the targeted improvement plan as required by your district staging identification.</p> <p>The data analysis is divided into six sections. Please answer Section I-General Questions as it will help you determine the remaining questions required for the district data analysis process. All districts will complete sections I, V, and VI, however; the remaining sections are based on your district response to Section I. Please note, when going through the data analysis process, there are no sections that should be answered in isolation. Each section plays a critical role in this process. If you have any questions throughout this process, please contact your TEA/TCSS support specialist.</p>
<b>Definition/Purpose:</b>	Data analysis and review of student level data conducted by your district leadership team [Texas Education Code (TEC) §39.102-104 (a) and 19 Texas Administrative Code (TAC) §97.1071] 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 district identified as <i>Improvement Required</i> in the state accountability system?	Yes	<i>Responses to these questions have been populated from the Contact-Intervention Information Tab</i>
Did your district receive performance levels of 2 or 3 on indicators for any of the four program areas on the Performance-Based Monitoring Analysis System (PBMAS) report?	Yes	
Does your district serve students with disabilities who reside in a Residential Facility (RF)?	Select	

## Section II - Index Questions

*(If your district is not rated Improvement Required, move to Section III)*

<b>Index 1 - Student Achievement</b>	Did your district meet standard for Index 1?	Select																												
	<p><i>If your district Index 1 score was 5 points above index target, you do not need to answer this question*.</i></p> <p>Which student group(s) is(are) in greatest need of improvement? (Reminder: System safeguards data can help with this analysis.) * <i>See help box for score details.</i></p>	<b>Student Group</b>	<b>Content Area</b>																											
		African American	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics																		
		Hispanic	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics																		
		White	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics																		
		American Indian	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics																		
		Asian	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics																		
		Pacific Islander	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics																		
		Two or More Races	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics																		
		Economically Disadvantaged	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics																		
Special Education		<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics																			
English Language Learners	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics																				
<Provide any additional information here.>																														
<b>Index 2 - Student Progress</b>	Did your district meet standard for Index 2?	Select																												
	<p><i>If your district met Index 2 target, then you do not need to answer this question.</i></p> <p>If your district missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth? (Reminder: Consider the exceeded progress component as well as made progress when answering.)</p>	<input type="checkbox"/>	African American	<input 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															
	<p><i>If your district met Index 2 target, then you do not need to answer this question.</i></p> <p>If your district missed Index 2 target, which student group(s) contributed to missing the Index 2 target?</p>	<input type="checkbox"/>	Students who failed in 2015 and failed in 2016																											
	<p><input type="checkbox"/></p>	Students who passed in 2015 and passed in 2016 <p><input type="checkbox"/></p>										Students who were at Level III performance in 2015 and scored a Level II performance in 2016 <p><input type="checkbox"/></p>										Other								
<Provide any additional information here.>																														

<b>Index 3 - Closing Achievement Gaps</b>	Did your district meet standard for Index 3? <i>*see help box for score details</i>	Yes, index score more than two points above index target (Non-AEA – 31 or higher, AEA – 14 or higher)
	<i>If your district Index 3 score was more than two points above the index target, then you do not need to answer this question.</i>	
	Which student group(s), other than economically disadvantaged, was(were) measured for your district in Index 3?	<input type="checkbox"/> African American <input 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
	Which two ethnic/race student groups will be measured in Index 3 in the 2017 rating?	<input type="checkbox"/> African American <input 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
<Provide any additional information here>		
<b>Index 4 - Postsecondary Readiness</b>	Did your district meet standard for Index 4? <i>*see help box for score details</i>	Select
	<i>If your non-AEA district index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.</i>	
	<i>If your AEA district Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.</i>	
	Which component(s) of Index 4 contributed to your district missing Index 4?	<input 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
<Provide any additional information here.>		



### Section III - PBMAS Questions

*(If your district is not assigned a stage based on PBMAS, move to Section IV)*

Which program areas have student performance indicators identified as an area of concern?
<input type="checkbox"/> BE/ESL <input type="checkbox"/> CTE <input type="checkbox"/> NCLB (Title I, Part A, or Migrant) <input type="checkbox"/> Special Education
What campus/es is/are contributing to student performance indicators with a performance level of 2 or 3? <Enter text>
In which program area(s) has the graduation rate been identified as an area of concern?
<input type="checkbox"/> BE/ESL <input type="checkbox"/> CTE <input type="checkbox"/> NCLB (Title I, Part A, or Migrant) <input type="checkbox"/> Special Education
In which program area(s) has the dropout rate been identified as an area of concern?
<input type="checkbox"/> BE/ESL <input type="checkbox"/> CTE <input type="checkbox"/> NCLB (Title I, Part A, or Migrant) <input type="checkbox"/> Special Education
In reviewing the summary page of your PBMAS report, what patterns and trends across program areas, including correlations between PBMAS areas of concern and your system safeguards, does the data reveal? <Enter text>
What does your longitudinal PBMAS data from the past two years reveal when compared to your current year's report? <Enter text>

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### Section IV - Residential Facility (RF) Questions

*(If your district is not staged in Special Education and does not serve RF students, move to Section V)*

What patterns and trends does the student-level data reveal for each required investigatory topic?

<Enter text>

How is individualized decision-making affected by the identified patterns and trends?

<Enter text>

Based on the data, what are the strengths or weaknesses of the district's support for students with disabilities residing in RFs?

<Enter text>

**Section V - Support Systems/Critical Success Factors (CSFs):**

The questions above highlight the overall performance of the district in relation to the State's indexes and PBMAS indicators. The performance of the district as measured by the indexes, PBMAS indicators, and/or RF data is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success or needs of the district as measured by the State's accountability system, PBMAS indicators, and RF data, **please identify the data sources used when reviewing the district's processes organized by each Support System and/or CSF.**

**Support Systems**

Capacity and Resources	Communication	Processes/Procedures	Organizational Structure
<Enter text>	<Enter text>	<Enter text>	<Enter text>

**CSFs**

(For possible data sources, see the [CSF Data Sources](#) document)

<b>Academic Performance</b>	<Enter text>
<b>Use of Quality Data to Drive Instruction</b>	<Enter text>
<b>Leadership Effectiveness</b>	<Enter text>
<b>Increased Learning Time</b>	<Enter text>
<b>Family and Community Engagement</b>	<Enter text>

<b>School Climate</b>	<Enter text>
<b>Teacher Quality</b>	<Enter text>

**Section VI - 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 district 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 district will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

<Type your problem statement here.>																																																												
<b>Problem Statement 1:</b>  <i>Districts may also connect this problem statement to missed/targeted system safeguard(s).</i>	Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable  <input type="checkbox"/> Index 1: Student Achievement  <input type="checkbox"/> Index 2: Student Progress  <input type="checkbox"/> Index 3: Closing Achievement Gaps  <input type="checkbox"/> Index 4: Postsecondary Readiness	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;">Student Group</th> <th colspan="4" style="background-color: #d9ead3;">Content Area</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;">African American</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">Hispanic</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">White</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">American Indian</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">Asian</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">Pacific Islander</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">Two or More Races</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">Economically Disadvantaged</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">Special Education</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">English Language Learners</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> </tbody> </table>	Student Group	Content Area				African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	Which PBMS indicators and/or RF data does this problem statement address?	
	Student Group	Content Area																																																										
	African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics																																																							
	Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics																																																							
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Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics																																																								
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics																																																								
<Enter PBMS indicators and/or RF data here.>																																																												

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	000000047	Ector Middle School

## Needs Assessment Summary and Improvement Plan

<b>Definition / Purpose:</b>	<p>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:</p> <p>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: Review data analysis  Step 5: Root cause analysis</p> <p>The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</p>
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<b>Problem Statements (PS):</b>  <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	0	is occurring because of Root Cause #1	<b>Root Cause 1:</b>	Lack of High Expectations for all students in Tier I instruction negatively affects student learning.
	PS 2:	0	is occurring because of Root Cause #2	<b>Root Cause 2:</b>	Lack of High Expectations in Tier I instruction for all students and ELL/Sped students. Lack of high expectations in the appropriate differentiation strategies to ensure that varied needs of students are being met.
	PS 3:	0	is occurring because of Root Cause #3	<b>Root Cause 3:</b>	Lack of full implementation of PBIS/CHAMPS strategies and procedures to improve classroom engagement and improve classroom management.
	PS 4:	0	is occurring because of Root Cause #4	<b>Root Cause 4:</b>	Lack of High Expectations in Tier I instruction for all students and ELL/Sped students. Lack of high expectations in the appropriate differentiation strategies to ensure that varied needs of students are being met, and lack of following district managed curriculum's scope and sequence.
	PS 5:	0	is occurring because of Root Cause #5	<b>Root Cause 5:</b>	<Enter text>
	PS 6:	0	is occurring because of Root Cause #6	<b>Root Cause 6:</b>	<Enter text>
	PS 7:	0	is occurring because of Root Cause #7	<b>Root Cause 7:</b>	<Enter text>
	PS 8:	0	is occurring because of Root Cause #8	<b>Root Cause 8:</b>	<Enter text>
	PS 9:	0	is occurring because of Root Cause #9	<b>Root Cause 9:</b>	<Enter text>
	PS 10:	0	is occurring because of Root Cause #10	<b>Root Cause 10:</b>	<Enter text>

<p><b>Identified and Prioritized Root Causes:</b></p> <p>It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system.</p> <p style="text-align: center; color: red;"><i>If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.</i></p>
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<p><b>*** Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.***</b></p>	
<b>Attestation Statement:</b>	<p><input type="checkbox"/> 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.</p>

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	000000047	Ector Middle School

## Needs Assessment Summary and Improvement Plan

<b>Problem Statement 1:</b>	0	<b>Annual Goal:</b>	At least 70% of all students will score at Satisfactory in Reading on STAAR 2017. At least 55% of Eco Dis., SPED, ELL will score at satisfactory on STAAR 2017.
<b>Root Cause 1:</b>	Lack of High Expectations for all students in Tier I instruction negatively affects student learning.	<b>Strategy:</b>	Professional Development, Coaching strategies, and observation of master teachers will target best practices, high-yield instructional strategies for all learners as well as opportunities for active engagement, student purposeful talk, framing of the lesson and high order questioning while following the district adopted managed curriculum.
<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<input checked="" 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 checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" 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>How will addressing this root cause impact the index/indicator/CSF?</b>	The targeted strategies will allow teachers to produce effective lesson planning, enhance instructional delivery, and provide assessments which will produce increased student understanding and achievement which will impact indexes 1-4 as well as CSF's 1-4, and 7.

### Interventions by Quarter

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
<b>Q1 Goal:</b>	All teachers will attend back to school content, instructional, and district managed curriculum professional development opportunities, and will continue into weekly content and teaming learning times.	<b>Q2 Goal:</b>	100% of teachers will improve their instruction as a result of targeted walkthroughs/debriefs, data disaggregation, and professional learning opportunities.	<b>Q3 Goal:</b>	100% of teachers and students will use their data to continue to inform their instruction and learning.	<b>Q4 Goal:</b>	At least 70% of all students will score at phase in satisfactory on Reading STAAR 2017.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Teachers will attend back to school professional development.	1)	Teachers will attend weekly PLC/PD sessions with campus C & I team.	1)		1)	
2)	Teachers will collaborate weekly in both content and teaming meetings.	2)	Teachers will collaborate weekly in both content and teaming meetings.	2)		2)	
3)	Teachers will follow the district management curriculum scope and sequence; weekly agenda/focus	3)	Teachers will follow the district managed curriculum scope and sequence; weekly agenda/focus	3)		3)	
4)	Teachers will be accountable for Learning Objectives, Language Objectives, and Essential Questioning.	4)	Teachers will be accountable for including BBC, questioning/questioning techniques (level 3/4 DOK), purposeful student talk, and Kagan/Lead4ward	4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Walkthroughs/debriefs by administrators and curriculum coaches will note implemented professional development. (available in	1)	Walkthroughs/debriefs by administration and curriculum coaches will not implemented professional development. (available in principals office)	1)		1)	
2)	Teachers will take minutes of content and teaming meetings, and administrators and coaches will attend meetings biweekly. (posted	2)	Teachers will take minutes of content and teaming meetings, and administrators and coaches will attend meetings, C & I team will check minutes and provide	2)		2)	
3)	Classroom Walkthrough/debrief evidence, goal setting meetings. (available in Eduphoria/principal's office)	3)	Classroom Walkthrough/debrief evidence, goal setting meetings, pre-conferences. (available Eduphoria/principal's office)	3)		3)	
4)		4)		4)		4)	

**End of Quarter Reporting**

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	000000047	Ector Middle School

### Needs Assessment Summary and Improvement Plan

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

#### End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	<p>Please provide additional information for the selection of Other or for any selected elements.</p>	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.						

<b>Problem Statement 2:</b>	0	<b>Annual Goal:</b>	At least 65% of ELL and Sped students will score at Satisfactory in Reading on STAAR 2017 in Math, Reading, Social Studies, and Science
<b>Root Cause 2:</b>	Lack of High Expectations in Tier I instruction for all students and ELL/Sped students. Lack of high expectations in the appropriate differentiation strategies to ensure that varied needs of students are being met.	<b>Strategy:</b>	Professional Development, Coaching strategies, and observation of master teachers will target best practices, differentiated, high-yield instructional strategies for ELLs and SPED population as well as opportunities for active engagement, student purposeful talk, framing of the lesson and high order questioning while following the district adopted managed curriculum.
<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction		



<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	000000047	Ector Middle School

## Needs Assessment Summary and Improvement Plan

<p><b>Critical Success Factors (CSFs)</b></p> <p><b>ESEA Turnaround Principles (TPs)</b></p> <p><b>Major Systems</b></p>	<p>CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction</p> <p>CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership</p> <p>CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar</p> <p>CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement</p> <p>CSF 6-School Climate/ESEA TP: Improve School Environment</p> <p>CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers</p>	<p><b>How will addressing this root cause impact the index/indicator/CSF?</b></p>	<p>The targeted strategies will allow teachers to produce effective lesson planning, enhance instructional delivery, and provide assessments which will produce increased student understanding and achievement which will impact indexes 1-4 as well as CSF's 1-4, and 7.</p>
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### Interventions by Quarter

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
<b>Q1 Goal:</b>	All teachers will attend back to school content, instructional, differentiated, and district managed curriculum professional development opportunities, and will continue into weekly content and teaming learning times.	<b>Q2 Goal:</b>	100% of teachers will improve their instruction as a result of targeted walkthroughs/debriefs, data disaggregation, and professional learning opportunities that target instruction for ELL and SPED.	<b>Q3 Goal:</b>	100% of teachers will use differentiation, language acquisition, inner classroom support (Co-teacher/aide), and data to impact and improve their instruction.	<b>Q4 Goal:</b>	At least 25% of ELL and Sped students will score at Satisfactory in Reading on STAAR 2017 in Math, Reading, Social Studies, and Science
<b>Q1 Interventions</b>		<b>Q2 Interventions</b>		<b>Q3 Interventions</b>		<b>Q4 Interventions</b>	
1)	Teachers will attend back to school professional development.	1)	Teachers will attend district provide PD that targets ELL and SPED students.	1)		1)	
2)	Teachers will collaborate weekly in both content and teaming meetings.	2)	Teachers will collaborate weekly in both content and teaming meetings.	2)		2)	
3)	Teachers will follow the district management curriculum scope and sequence, TEKS Resource System, weekly Agenda/focus	3)	Teachers will follow the district managed curriculum (TEKS Resource System) scope and sequence; weekly agenda/focus	3)		3)	
4)	Teachers will be accountable for Learning Objectives, Language Objectives, and Essential Questioning.	4)	Teachers will be accountable for including BBC, questioning and questioning techniques (level 3/4 DOK), purposeful student talk, and Kagan/Lead4ward	4)		4)	
<b>What data will be collected to monitor interventions in Q1?</b>		<b>What data will be collected to monitor interventions in Q2?</b>		<b>What data will be collected to monitor interventions in Q3?</b>		<b>What data was collected to monitor interventions in Q4?</b>	
1)	Walkthroughs/debriefs by administrators and curriculum coaches will note implemented professional development. (available in	1)	Walkthroughs/debriefs by administration and curriculum coaches will not implemented professional development. (available in principals office)	1)		1)	
2)	Teachers will take minutes of content and teaming meetings, and administrators and coaches will attend meetings biweekly. (posted	2)	Teachers will take minutes of content and teaming meetings, and administrators and coaches will attend meetings, C & I team will check minutes and provide	2)		2)	
3)	Classroom Walkthrough/debrief evidence, goal setting meetings. (available in Eduphoria/principal's office)	3)	Classroom Walkthrough/debrief evidence, goal setting meetings, pre-conferences. (available Eduphoria/principal's office)	3)		3)	
4)		4)		4)		4)	
<b>End of Quarter Reporting</b>							
<b>Q1 Report</b> <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		<b>Q2 Report</b>		<b>Q3 Report</b>		<b>Q4 Report</b>	
<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
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### Needs Assessment Summary and Improvement Plan

Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

### End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you <b>did</b> meet your annual goal, to what do you attribute your success?</p> <p>If you <b>did not</b> meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.						

<b>Problem Statement 3:</b>	0	<b>Annual Goal:</b>	Ector Middle School will write no more than 2,000 referrals with no more than 20% being major offenses, and more than 80% will be minor offenses.
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<b>Root Cause 3:</b>	Lack of full implementation of PBIS/CHAMPS strategies and procedures to improve classroom engagement and improve classroom management.	<b>Strategy:</b>	Providing professional development and ongoing coaching and campus support for teachers to be able to implement PBIS/CHAMPS strategies in classroom and common areas. Increasing instructional strategies and student engagement will also lower behavioral issues which will decrease written referrals.
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<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness			
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<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>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 checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" 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>How will addressing this root cause impact the index/indicator/CSF?</b>	Providing professional development and ongoing coaching and campus support for teachers to be able to implement PBIS/CHAMPS strategies in classroom and common areas. Increasing instructional strategies and student engagement will also lower behavioral issues which will decrease written referrals. This will have a direct impact on student performance on the STAAR which will impact indices 1-4, as well as CSF's 5-7
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### Interventions by Quarter

<b>Q1 (Aug, Sept, Oct)</b> Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	<b>Q2 (Nov, Dec, Jan)</b>	<b>Q3 (Feb, Mar)</b>	<b>Q4 (April, May, June)</b>
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<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	00000047	Ector Middle School

### Needs Assessment Summary and Improvement Plan

<b>Q1 Goal:</b>	All staff will receive required training on PBIS/CHAMPS and begin to implement in common areas and classroom along with engaging lessons	<b>Q2 Goal:</b>	100% of teachers will show evidence of PBIS/CHAMPS expectations in their classrooms and daily activities.	<b>Q3 Goal:</b>	100% of teachers and 90% of students will begin to monitor and reflect on behavior according to PBIS/CHAMPS expectations for the campus.	<b>Q4 Goal:</b>	Ector Middle School will write no more than 2000 referrals. No more than 63% will be major offenses. No more than 20% will be minor offenses.
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Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
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<ol style="list-style-type: none"> <li>1) Teachers will receive ongoing PBIS/CHAMPS expectations and procedures.</li> <li>2) CHAMPS site team will meet regularly to determine common area and classroom expectation, and discuss engagement activities.</li> <li>3) Teachers will take students through a day of CHAMPS focused schedules to ensure expectations are consistent.</li> <li>4) Teachers will receive intervention triangle and support via "pre-referral" checklist.</li> </ol>	<ol style="list-style-type: none"> <li>1) Teachers will receive ongoing PBIS/CHAMPS expectations /reminders.</li> <li>2) CHAMPS site team will meet regularly to determine areas where we need refinement and resets as a campus, grade level or individual classrooms.</li> <li>3) Teacher will take students through resets of PBIS/CHAMPS during Eagles Nest times as detailed by administration and CHAMPS site team.</li> <li>4) Teachers will participate in learning walks/debriefs that focus on CHAMPS in the classroom.</li> </ol>	<ol style="list-style-type: none"> <li>1)</li> <li>2)</li> <li>3)</li> <li>4)</li> </ol>	<ol style="list-style-type: none"> <li>1)</li> <li>2)</li> <li>3)</li> <li>4)</li> </ol>
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What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
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<ol style="list-style-type: none"> <li>1) Agenda/sign in sheets from PBIS/CHAMPS session trainings. (available in principal's office)</li> <li>2) CHAMPS site team agenda/minutes/sign in sheets. (available in principal's office)</li> <li>3) Full Day schedule for student CHAMPS focus. (available in principal's office)</li> <li>4) Agenda/sign in sheets from intervention triangle as well as CHAMPS in the classroom. (available in principal's office)</li> </ol>	<ol style="list-style-type: none"> <li>1) Agenda, Eagle Focus sent to teachers weekly. (available in Principal's office)</li> <li>2) CHAMPS site team agenda/minutes/sign in sheets (available in principal's office)</li> <li>3) Designated Eagles Nest times to reset CHAMPS/PBIS (available in principal's office)</li> <li>4) Learning walk/debrief documentation (available in principal's office)</li> </ol>	<ol style="list-style-type: none"> <li>1)</li> <li>2)</li> <li>3)</li> <li>4)</li> </ol>	<ol style="list-style-type: none"> <li>1)</li> <li>2)</li> <li>3)</li> <li>4)</li> </ol>
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### End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

### End of Year Reporting

<input type="checkbox"/> Data Analysis Process	<input type="checkbox"/> (Specific) Interventions
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<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	000000047	Ector Middle School

### Needs Assessment Summary and Improvement Plan

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you did meet your annual goal, to what do you attribute your success?</p> <p>If you did not meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.

<b>Problem Statement 4:</b>	0	<b>Annual Goal:</b>	At least 65% of all students will score at Satisfactory in Social Studies on STAAR 2017. At least 50% of Eco Dis., SPED, ELL will score at satisfactory on STAAR 2017.
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<b>Root Cause 4:</b>	Lack of High Expectations in Tier I instruction for all students and ELL/Sped students. Lack of high expectations in the appropriate differentiation strategies to ensure that varied needs of students are being met, and lack of following district managed curriculum's scope and sequence.	<b>Strategy:</b>	Professional Development, Coaching strategies, and observation of master teachers will target best practices, high-yield instructional strategies for all learners as well as opportunities for active engagement, student purposeful talk, framing of the lesson and high order questioning while following the district adopted managed curriculum.
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<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness			
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<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<input 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 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 type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	The targeted strategies will allow teachers to produce effective lesson planning, enhance instructional delivery, and provide assessments which will produce increased student understanding and achievement which will impact indexes 1-3 as well as CSF's 1-2, and 7.
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#### Interventions by Quarter

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
<b>Q1 Goal:</b>	All teachers will attend back to school content, instructional, differentiated, and district managed curriculum professional development opportunities, and will continue into weekly content and teaming learning times.	<b>Q2 Goal:</b>	100% of teachers will improve their instruction as a result of targeted walkthroughs/debriefs, data disaggregation, and professional learning opportunities.	<b>Q3 Goal:</b>	100% of teachers and students will use their data to continue to inform their instruction and learning.	<b>Q4 Goal:</b>	At least 70% of all students will score at phase in satisfactory on Social Studies STAAR 2017.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Teachers will attend back to school professional development.	1)	Teachers will attend periodic all day training sessions with Region 18 and weekly PD sessions with the district coordinator.	1)		1)	
2)	Teachers will collaborate weekly in both content and teaming meetings, 1 X weekly with district coordinator.	2)	Teachers will attend weekly PLC/PD sessions with campus C & I team.	2)		2)	
3)	Teachers will follow the district management curriculum scope and sequence, TEKS Resource System, weekly Agenda/focus	3)	Teachers will follow the district management curriculum scope and sequence, TEKS Resource System, weekly Agenda/focus	3)		3)	
4)	Teachers will be accountable for Learning Objectives, Language Objectives, and Essential Questioning.	4)	Teachers will be accountable for including BBC, questioning and questioning techniques (level 3/4 DOK), purposeful student talk, and Kagan/Lead4ward	4)		4)	

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	00000047	Ector Middle School

### Needs Assessment Summary and Improvement Plan

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Walkthroughs/debriefs by administrators and curriculum coaches will note implemented professional development. (available in	1)	Walkthroughs/debriefs by administrators and curriculum coaches will note implemented professional development. (available in principals office)	1)		1)	
2)	Teachers will take minutes of content and teaming meetings, and administrators and coaches will attend meetings bi-weekly.	2)	Teachers will take minutes of content and teaming meetings, and administrators and coaches will attend meetings, C & I team will check minutes and provide	2)		2)	
3)	Classroom Walkthrough/debrief evidence, goal setting meetings. (available in Eduphoria/principal's office)	3)	Classroom Walkthrough/debrief evidence, goal setting meetings, pre-conferences. (available Eduphoria/principal's office)	3)		3)	
4)		4)		4)		4)	

#### End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

#### End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you <b>did</b> meet your annual goal, to what do you attribute your success?</p> <p>If you <b>did not</b> meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	<p>Please provide additional information for the selection of Other or for any selected elements.</p>	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.						
Problem Statement 5: 0				Annual Goal:	<Enter text>	

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	000000047	Ector Middle School

## Needs Assessment Summary and Improvement Plan

<b>Root Cause 5:</b>	<i>&lt;Enter text&gt;</i>	<b>Strategy:</b>	<i>&lt;Enter text&gt;</i>
<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> Index 1: Student Achievement <input 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)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<input 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 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 type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	<i>&lt;Enter text&gt;</i>

### Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

### End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	Q2 Report	Q3 Report	Q4 Report
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<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	000000047	Ector Middle School

### Needs Assessment Summary and Improvement Plan

Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

### End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you <b>did</b> meet your annual goal, to what do you attribute your success?</p> <p>If you <b>did not</b> meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>				

<b>Problem Statement 6:</b> 0	<b>Annual Goal:</b> <Enter text>
<b>Root Cause 6:</b> <Enter text>	<b>Strategy:</b> <Enter text>

<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<input 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 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 type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	<Enter text>
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### Interventions by Quarter

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	000000047	Ector Middle School

### Needs Assessment Summary and Improvement Plan

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

### End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	



<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	00000047	Ector Middle School

## Needs Assessment Summary and Improvement Plan

### End of Year Reporting

<b>Provide the data that supports your 4th quarter status of this annual goal.</b>	<i>&lt;Enter text&gt;</i>	<b>If you <u>did</u> meet your annual goal, to what do you attribute your success?</b>  <b>If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?</b>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	<b>Please provide additional information for the selection of Other or for any selected elements.</b>	<i>&lt;Enter text&gt;</i>
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<b>Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.</b>	<i>&lt;Enter text&gt;</i>
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<b>Problem Statement 7:</b>	0	<b>Annual Goal:</b>	<i>&lt;Enter text&gt;</i>
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<b>Root Cause 7:</b>	<i>&lt;Enter text&gt;</i>	<b>Strategy:</b>	<i>&lt;Enter text&gt;</i>
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<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness			
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<b>Critical Success Factors (CSFs)</b>  <b>ESEA Turnaround Principles (TPs)</b>  <b>Major Systems</b>	<input 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 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 type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	<i>&lt;Enter text&gt;</i>
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### Interventions by Quarter

<b>Q1 (Aug, Sept, Oct)</b> <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	<b>Q2 (Nov, Dec, Jan)</b>	<b>Q3 (Feb, Mar)</b>	<b>Q4 (April, May, June)</b>
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<b>Q1 Goal:</b>		<b>Q2 Goal:</b>		<b>Q3 Goal:</b>		<b>Q4 Goal:</b>	
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Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	00000047	Ector Middle School

### Needs Assessment Summary and Improvement Plan

4)		4)		4)		4)	
<b>What data will be collected to monitor interventions in Q1?</b>		<b>What data will be collected to monitor interventions in Q2?</b>		<b>What data will be collected to monitor interventions in Q3?</b>		<b>What data was collected to monitor interventions in Q4?</b>	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

### End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

### End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <b>did</b> meet your annual goal, to what do you attribute your success?  If you <b>did not</b> meet your annual goal, 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 Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	<b>Please provide additional information for the selection of Other or for any selected elements.</b>	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	00000047	Ector Middle School

### Needs Assessment Summary and Improvement Plan

<b>Problem Statement 8:</b>	0	<b>Annual Goal:</b>	<Enter text>
<b>Root Cause 8:</b>	<Enter text>	<b>Strategy:</b>	<Enter text>
<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> Index 1: Student Achievement <input 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)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<input 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 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 type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	<Enter text>

#### Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

**End of Quarter Reporting**

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	000000047	Ector Middle School

### Needs Assessment Summary and Improvement Plan

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

### End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you <b>did</b> meet your annual goal, to what do you attribute your success?</p> <p>If you <b>did not</b> meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	<p>Please provide additional information for the selection of Other or for any selected elements.</p>	<Enter text>
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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<b>Problem Statement 9:</b> 0	<b>Annual Goal:</b> <Enter text>
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<b>Root Cause 9:</b>	<b>Strategy:</b> <Enter text>
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<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<input 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 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	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	<Enter text>
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<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	000000047	Ector Middle School

## Needs Assessment Summary and Improvement Plan

CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers

### Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

### End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	00000047	Ector Middle School

### Needs Assessment Summary and Improvement Plan

<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	<i>&lt;Enter any additional information here&gt;</i>	<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	<i>&lt;Enter any additional information here&gt;</i>	<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	<i>&lt;Enter any additional information here&gt;</i>	<i>&lt;Enter any additional information here&gt;</i>
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#### End of Year Reporting

<b>Provide the data that supports your 4th quarter status of this annual goal.</b>	<i>&lt;Enter text&gt;</i>	<b>If you did meet your annual goal, to what do you attribute your success?</b>  <b>If you did not meet your annual goal, to what do you attribute your lack of success?</b>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	<b>Please provide additional information for the selection of Other or for any selected elements.</b>	<i>&lt;Enter text&gt;</i>
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<b>Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.</b>	<i>&lt;Enter text&gt;</i>
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<b>Problem Statement 10:</b> 0	<b>Annual Goal:</b> <i>&lt;Enter text&gt;</i>
<b>Root Cause 10:</b> <i>&lt;Enter text&gt;</i>	<b>Strategy:</b> <i>&lt;Enter text&gt;</i>

<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<input 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 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 type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	<i>&lt;Enter text&gt;</i>
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#### Interventions by Quarter

<b>Q1 (Aug, Sept, Oct)</b> <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>	<b>Q2 (Nov, Dec, Jan)</b>	<b>Q3 (Feb, Mar)</b>	<b>Q4 (April, May, June)</b>
<b>Q1 Goal:</b>	<b>Q2 Goal:</b>	<b>Q3 Goal:</b>	<b>Q4 Goal:</b>
<b>Q1 Interventions</b>	<b>Q2 Interventions</b>	<b>Q3 Interventions</b>	<b>Q4 Interventions</b>
1)	1)	1)	1)

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 18	068901	Ector County ISD	000000047	Ector Middle School

### Needs Assessment Summary and Improvement Plan

2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
<b>What data will be collected to monitor interventions in Q1?</b>		<b>What data will be collected to monitor interventions in Q2?</b>		<b>What data will be collected to monitor interventions in Q3?</b>		<b>What data was collected to monitor interventions in Q4?</b>	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

### End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

### End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success?  If you <u>did not</u> meet your annual goal, 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 Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	<b>Please provide additional information for the selection of Other or for any selected elements.</b>	<Enter text>
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<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	000000047	Ector Middle School

### Needs Assessment Summary and Improvement Plan

<b>Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.</b>	<Enter text>
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### FIR Sustainability Questions

*If your campus is identified as formerly Improvement Required (FIR), please answer the following questions regarding the sustainability of strategies that led to your success.*

<b>What strategies, processes, and/or systems has the campus identified as making the greatest impact in moving the campus to a Met Standard rating?</b>	<Enter text>
<b>What plans are in place to sustain these strategies, processes, and/or systems?</b>	<Enter text>



Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 18	District Number: 068901	District Name: Ector County ISD	Campus Number: 000000047	Campus Name: Ector Middle School
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### Turnaround Implementation Plan

<b>Definition / Purpose:</b>	<p>The turnaround implementation plan will assist campuses in monitoring the impact of the turnaround initiative on students and other stakeholders. After completing the Campus Data Analysis tab, which identifies problem statements related to the campus' current Improvement Required rating, the Campus Intervention team will:</p> <ol style="list-style-type: none"> <li>1. Develop annual goals that resolve the issues identified in the problem statements. In year one of implementation, these goals serve as a half-way checkpoint to a Met Standard Rating. In year two of implementation, these goals will lead to a Met Standard rating.</li> <li>2. Enter the turnaround initiative and systemic root cause from the board approved campus turnaround plan in the boxes below. These must match what was submitted for agency approval.</li> <li>3. Break the turnaround initiative into initiative components and develop quarterly goals that measure the implementation and impact of each of these components.</li> </ol>
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<b>Turnaround Initiative:</b>	<p>Establish High Expectations for Student Learning:</p> <ol style="list-style-type: none"> <li>1) Collaboratively planning instruction and delivery in productive PLCs</li> <li>2) Thinking at high cognitive levels</li> <li>3) Addressing various students' learning formats</li> <li>4) Assessing student progress, and</li> <li>5) Alignment of learning objectives</li> </ol>
<b>Systemic Root Cause:</b>	The lack of High Expectations for all students in Tier I instruction negatively affects student learning.

<i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	<b>PS 1:</b>	Lack of quality planning and instructional delivery of learning objectives.	<b>Annual Goal 1:</b>	At least 70% of all students will score at Satisfactory in ALL subjects on STAAR 2018. At least 70% of Eco Dis., SPED, ELL will score at Satisfactory on STAAR 2018 as a direct result of quality planning and instructional delivery of learning objectives.
	<b>PS 2:</b>	Student lack of positive academic and social awareness.	<b>Annual Goal 2:</b>	Ector Middle School students and staff will demonstrate growth as they complete social and academic awareness surveys administered at the beginning of the year, middle of the year, and end of the year. Ector Middle School will see a 10% decline in discipline referrals for serious offenses.
	<b>PS 3:</b>	0	<b>Annual Goal 3:</b>	
	<b>PS 4:</b>	0	<b>Annual Goal 4:</b>	
	<b>PS 5:</b>	0	<b>Annual Goal 5:</b>	
	<b>PS 6:</b>		<b>Annual Goal 6:</b>	<Enter text>
	<b>PS 7:</b>		<b>Annual Goal 7:</b>	<Enter text>
	<b>PS 8:</b>		<b>Annual Goal 8:</b>	<Enter text>
	<b>PS 9:</b>		<b>Annual Goal 9:</b>	<Enter text>
	<b>PS 10:</b>		<b>Annual Goal 10:</b>	<Enter text>

**\*\*\* 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, the findings have been recorded and are available upon request.

<b>Turnaround Initiative Component:</b>	<p>Establish High Expectations for Student Learning:</p> <ol style="list-style-type: none"> <li>1) Collaboratively planning instruction and delivery in productive PLCs</li> <li>2) Thinking at high cognitive levels</li> <li>3) Addressing various students' learning formats</li> <li>4) Assessing student progress, and</li> <li>5) Alignment of learning objectives</li> </ol>
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#### Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
<b>Q1 Goal:</b>	All teachers will attend back to school content, instructional, and district managed curriculum professional development opportunities, and will continue into weekly content and teaming learning times.	<b>Q2 Goal:</b>		<b>Q3 Goal:</b>		<b>Q4 Goal:</b>	
<b>Q1 Interventions</b>		<b>Q2 Interventions</b>		<b>Q3 Interventions</b>		<b>Q4 Interventions</b>	
1)	Teachers will attend back to school professional development	1)		1)		1)	
2)	Teachers will collaborate weekly in both content and teaming meetings.	2)		2)		2)	
3)	Teachers will follow the district managed curriculum scope and sequence: weekly agenda/focus	3)		3)		3)	
4)	Teachers will be accountable for Learning Objectives, Language Objectives, and Essential Questioning (DOK)	4)		4)		4)	
<b>What data will be collected to monitor interventions in Q1?</b>		<b>What data will be collected to monitor interventions in Q2?</b>		<b>What data will be collected to monitor interventions in Q3?</b>		<b>What data will be collected to monitor interventions in Q4?</b>	
1)	Walkthroughs/debriefs and coaching visits/debriefs by administrators, Dept Heads, and curriculum/instructional coaches will document	1)		1)		1)	
2)	Teachers will take minutes of content and teaming meetings, and administrators and coaches will attend meetings biweekly. (posted in OneNote) Teachers will complete Lead4ward planning guides by unit. (copies in CCE office.)	2)		2)		2)	
3)	Classroom Walkthrough/debrief evidence, T-TESS goal setting meetings. (available in Eduphoria/principal's office)	3)		3)		3)	
4)	Weekly Lesson Plan check and feedback by Dept Head and T-TESS Evaluator ensuring alignment with the district managed curriculum. (posted in OneNote)	4)		4)		4)	

#### End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
<b>Did you meet this quarter's goal?</b>		<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select
<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>		<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>		<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>		<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number: Region 18	District Number: 068901	District Name: Ector County ISD	Campus Number: 00000047	Campus Name: Ector Middle School
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### Turnaround Implementation Plan

Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to stay on track?		What, if any, adjustments must be made in order to stay on track?		What, if any, adjustments must be made in order to stay on track?			

#### End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.		Provide information as to how your success, or lack of success, with this initiative component will inform/influence your planning for the 2017-2018 school year in order for your campus to meet standard in the required timeframe.	
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Turnaround Initiative Component: Establish High Expectations for Student Learning:  
 1) Collaboratively planning instruction and delivery in productive PLCs  
 2) Thinking at high cognitive levels  
 3) Addressing various students' learning formats

#### Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
<b>Q1 Goal:</b>	All teachers will attend back to school professional development addressing positive academic and social awareness with emphasis on how to implement into the classroom.	<b>Q2 Goal:</b>		<b>Q3 Goal:</b>		<b>Q4 Goal:</b>	
<b>Q1 Interventions</b>		<b>Q2 Interventions</b>		<b>Q3 Interventions</b>		<b>Q4 Interventions</b>	
1)	Teachers will attend back to school professional development addressing social and academic awareness while promoting a growth mindset.	1)		1)		1)	
2)	Teachers will collaborate weekly in teaming meetings to discuss positive academic and social awareness strategies such as positive phone calls home.	2)		2)		2)	
3)	Teachers will receive ongoing PBIS/CHAMPS expectations and procedures and begin implementation in the classroom and common areas.	3)		3)		3)	
4)	CHAMPS site and Lighthouse teams will meet every six weeks to review discipline, cultural survey results, and 7Habits progress.	4)		4)		4)	
<b>What data will be collected to monitor interventions in Q1?</b>		<b>What data will be collected to monitor interventions in Q2?</b>		<b>What data will be collected to monitor interventions in Q3?</b>		<b>What data was collected to monitor interventions in Q4?</b>	
1)	Walkthroughs/debriefs and coaching/debriefs by administrators, Dept Heads, and curriculum/instructional coaches will note	1)		1)		1)	
2)	Teachers will take minutes of teaming meetings, and administrators and coaches will attend meetings biweekly. (posted in OneNote)	2)		2)		2)	
3)	Classroom Walkthrough/debrief evidence and TTESS goal setting meetings will be completed. (available in Eduphoria-Strive/principal's office)	3)		3)		3)	
4)	Agenda/sign in sheets from PBIS/CHAMPS or Lighthouse/7Habits session trainings. (available in principal's office)	4)		4)		4)	

#### End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to stay on track?		What, if any, adjustments must be made in order to stay on track?		What, if any, adjustments must be made in order to stay on track?			

#### End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.		Provide information as to how your success, or lack of success, with this initiative component will inform/influence your planning for the 2017-2018 school year in order for your campus to meet standard in the required timeframe.	
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Turnaround Initiative Component:

#### Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
<b>Q1 Goal:</b>		<b>Q2 Goal:</b>		<b>Q3 Goal:</b>		<b>Q4 Goal:</b>	
<b>Q1 Interventions</b>		<b>Q2 Interventions</b>		<b>Q3 Interventions</b>		<b>Q4 Interventions</b>	
1)		1)		1)		1)	
2)		2)		2)		2)	

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number: Region 18	District Number: 068901	District Name: Ector County ISD	Campus Number: 00000047	Campus Name: Ector Middle School
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### Turnaround Implementation Plan

3)		3)		3)		3)	
4)		4)		4)		4)	

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data will be collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

### End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to stay on track?		What, if any, adjustments must be made in order to stay on track?		What, if any, adjustments must be made in order to stay on track?			

### End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.		Provide information as to how your success, or lack of success, with this initiative component will inform/influence your planning for the 2017-2018 school year in order for your campus to meet standard in the required timeframe.	
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Turnaround Initiative Component:

### Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data will be collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

### End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select

<b>Responses to these questions have been from the Contact-Intervention Information Tab</b>	Education Service Center (ESC) Number: Region 18	District Number: 068901	District Name: Ector County ISD	Campus Number: 000000047	Campus Name: Ector Middle School
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### Turnaround Implementation Plan

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?	What, if any, adjustments must be made in order to meet the annual goal?
--	--	--	--

#### End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.		Provide information as to how your success, or lack of success, with this initiative component will inform/influence your planning for the 2017-2018 school year in order for your campus to meet standard in the required timeframe.
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Turnaround Initiative Component: <Enter text>

#### Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

#### End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

#### End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.		Provide information as to how your success, or lack of success, with this initiative component will inform/influence your planning for the 2017-2018 school year in order for your campus to meet standard in the required timeframe.
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Turnaround Initiative Component: <Enter text>

#### Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 18	District Number: 068901	District Name: Ector County ISD	Campus Number: 00000047	Campus Name: Ector Middle School
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### Turnaround Implementation Plan

4)	4)	4)	4)
<b>What data will be collected to monitor interventions in Q1?</b>	<b>What data will be collected to monitor interventions in Q2?</b>	<b>What data will be collected to monitor interventions in Q3?</b>	<b>What data was collected to monitor interventions in Q4?</b>
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

#### End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

#### End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.	Provide information as to how your success, or lack of success, with this initiative component will inform/influence your planning for the 2017-2018 school year in order for your campus to meet standard in the required timeframe.
<Enter text>	<Enter text>

Turnaround Initiative Component: <Enter text>

#### Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
<b>Q1 Interventions</b>		<b>Q2 Interventions</b>		<b>Q3 Interventions</b>		<b>Q4 Interventions</b>	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

<b>What data will be collected to monitor interventions in Q1?</b>	<b>What data will be collected to monitor interventions in Q2?</b>	<b>What data will be collected to monitor interventions in Q3?</b>	<b>What data was collected to monitor interventions in Q4?</b>
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

#### End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

#### End of Year Reporting

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 18	District Number: 068901	District Name: Ector County ISD	Campus Number: 00000047	Campus Name: Ector Middle School
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### Turnaround Implementation Plan

Provide the data that supports your 4th quarter status of this initiative component.	<Enter text>	Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Turnaround Initiative Component: <Enter text>

#### Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data will be collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

#### End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

#### End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.	<Enter text>	Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
--	--------------	--	--------------

Turnaround Initiative Component: <Enter text>

#### Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data will be collected to monitor interventions in Q4?	
1)		1)		1)		1)	

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number: Region 18	District Number: 068901	District Name: Ector County ISD	Campus Number: 000000047	Campus Name: Ector Middle School
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### Turnaround Implementation Plan

2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

#### End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

#### End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.	Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.
<Enter text>	<Enter text>

Turnaround Initiative Component: <Enter text>

#### Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data will be collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

#### End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

#### End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.	Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.
<Enter text>	<Enter text>

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 18	068901	Ector County ISD	000000047	Ector Middle School

### Turnaround Implementation Plan

#### FIR Sustainability Questions

*If your campus is identified as formerly Improvement Required (FIR), please answer the following questions regarding the sustainability of strategies that led to your success.*

What strategies, processes, and/or systems has the campus identified as making the greatest impact in moving the campus to a Met Standard rating?	<Enter text>
What plans are in place to sustain these strategies, processes, and/or systems?	<Enter text>























<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	000000047	Ector Middle School

## Corrective Action Plan

**Instructions**

The district must include noncompliance that is *new (District has not yet received Agency notification)*, *current (within one year of Agency notification)*, and/or *continuing (noncompliance has exceeded one year) in this CAP*. The district must conduct monitoring to determine the progress of implementation of the CAP, provide updates to the TEA regarding CAP implementation, and submit documents verifying implementation of corrective actions upon request.

**The district is required to correct any noncompliance items as soon as possible, but in no case may the correction take longer than one calendar year from the date of identification of noncompliance.** Failure to correct noncompliance within required timelines will result in elevated interventions or sanctions as referenced in 19 Texas Administrative Code (TAC) §89.1076, Interventions and Sanctions, and §97.1071, Special Program Performance; Intervention Stages.

### Source(s) of Noncompliance

- |  |   |
|--|---|
| <input type="checkbox"/> Sustained complaint allegations<br><input type="checkbox"/> Adverse due process hearing decisions<br><input type="checkbox"/> Current focused data analysis and/or Compliance Review<br><input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Continuing noncompliance issue<br><input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA<br><input type="checkbox"/> Noncompliance identified as a result of non-public review<br><input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |
|--|---|

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
<b>Select</b>	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

## Corrective Action Plan

### Source(s) of Noncompliance

- |  |   |
|--|---|
| <input type="checkbox"/> Sustained complaint allegations<br><input type="checkbox"/> Adverse due process hearing decisions<br><input type="checkbox"/> Current focused data analysis and/or Compliance Review<br><input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Continuing noncompliance issue<br><input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA<br><input type="checkbox"/> Noncompliance identified as a result of non-public review<br><input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |
|--|---|

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
<b>Select</b>	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

### Source(s) of Noncompliance

- |  |   |
|--|---|
| <input type="checkbox"/> Sustained complaint allegations<br><input type="checkbox"/> Adverse due process hearing decisions<br><input type="checkbox"/> Current focused data analysis and/or Compliance Review<br><input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Continuing noncompliance issue<br><input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA<br><input type="checkbox"/> Noncompliance identified as a result of non-public review<br><input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |
|--|---|

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
<b>Select</b>	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

## Corrective Action Plan

### Source(s) of Noncompliance

- |  |   |
|--|---|
| <input type="checkbox"/> Sustained complaint allegations<br><input type="checkbox"/> Adverse due process hearing decisions<br><input type="checkbox"/> Current focused data analysis and/or Compliance Review<br><input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Continuing noncompliance issue<br><input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA<br><input type="checkbox"/> Noncompliance identified as a result of non-public review<br><input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |
|--|---|

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
<b>Select</b>	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

### Source(s) of Noncompliance

- |  |   |
|--|---|
| <input type="checkbox"/> Sustained complaint allegations<br><input type="checkbox"/> Adverse due process hearing decisions<br><input type="checkbox"/> Current focused data analysis and/or Compliance Review<br><input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Continuing noncompliance issue<br><input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA<br><input type="checkbox"/> Noncompliance identified as a result of non-public review<br><input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |
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