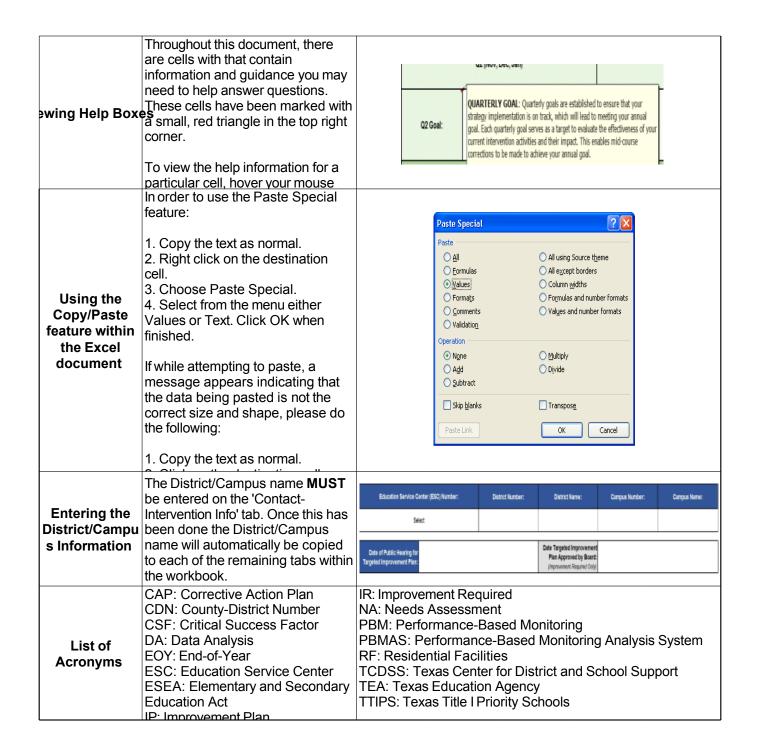
16-2017 Targeted Improvement Plan - for PC nd is use



Tips for Navigating the Targeted Improvement Plan

Feature/Tip	Explanation	Screenshot
Completion of the Data Analysis Summary	There is a Data Analysis Summary tab for a campus user and one for a district user. Only complete ONE of these tabs in the workbook.	CONTACT-EXTERNENTION DATO CAMPUS-DATA ANALYSIS DISTRICT-DATA ANALYSIS IMPROVEMENT PLAN TURNAROUND IMPLEMENTATION
Zoom Level Bar	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.	Screenshot IS DISTRICT-DATA ANALYSIS NA SUMMARY AND IP TITES
	Tabs within this workbook work optimally when the zoom level is set to 80%. If you find that the alignment of the checkboxes is skewed, check your zoom level.	
Check Box Selection	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.	Superman Iron Man Choose your favorite superhero? Wonder Woman Spiderman Captain America
Expanding the Height of Rows	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	A long time ago, in a galaxy far far Peste Options: Paste Special. Insert Delete Clear Cogtents E Format Cells Bow Height. Hide Unhide



* 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 Co	enter (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
Regio	on 18	068901	Ector County ISD	00000047	Ector Middle School
Date of Public Hearing for Tar geted Improvement Plan:	6/6/2	2016	Date Targeted Improvement P lan Approved by Board: (Improvement Required Only)		2016
District Coordinator of School Improvement (DCSI):	Marlan	e Burns	Professional Service Provider (PSP) Name:	Wayn	e Byrd

Di	strict/Campus Leadership Team (DLT/CLT) Membe	rs:
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 Sysystem (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="" here.="" name=""></enter>

Responses to these questions have been from the Contact-		District Number:	District Name:	Campus Number:	Campus Name:
Intervention Information Tab	Region 18	068901	Ector County ISD	00000047	Ector Middle School

CAMPUS - Data Analysis Summary

	CAMIFOS - Data Analysis Summary
Instructions:	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. 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/TCDSS support specialists are available to assist with any questions that may arise throughout this process.
Definition/Purpose:	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.
Summary of Findings'	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	Responses to these
Is your campus identified as a Priority campus?	No	questions have been populated from the Contact-Intervention
Is your campus identitified as a TTIPS campus?	No	Information Tab
Is your campus implementing a turnaround plan?	Yes	

Section II - Index Questions

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

	Did your campus meet standard for Index 3? *see help box for score details	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. Which student group(s), other than economically disadvantaged, was(were) measured for your campus in Index 3?		or More S
Gaps	Which two ethnic/race student groups will be measured in Index 3 in the 2017 rating?	☐ African ☑ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or Races	or More
	<provide additional="" any="" here.="" information=""></provide>		
	Did your campus meet standard for Index 4? *see help box for score details	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.	□ STAAR component-student performance at or above Level II, Final	
Index 4 - Postsecondary Readiness	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.		
r ostsecondary readiness	Which component(s) of Index 4 contributed to your campus missing Index 4?	□ Graduation Plan □ Postsecondary Indicator	
	<provide additional="" any="" here.="" information=""></provide>		

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.	
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):

	ormance 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. contribute to the overall success of the campus/district as measured by the State's accountability system, please identify the data sources used when reviewing the campus' processes for each CSF.
	(For possible data sources, see the CSF Data Sources document)
Academic Performance	• STAAR/EOC Results • Texas Academic Performance Reports • TELPAS results • Curriculum- Based Assessments Formative assessments • Student self-tracking goal setting documents • Tutoring reports • Student portfolios
Use of Quality Data to Drive Instruction	• STAAR/EOC Results • Curriculum- Based Assessments • Formative assessments • Data Management Systems (DMAC/Eduphoria) • Data walls/ rooms • Individual student profiles • Response to Intervention tracking • Classroom walkthrough data • Feedback from walkthroughs • Professional learning community minutes • Intervention decisions • Teacher surveys • TEKS- unpacking • Re-teaching/Tutoring • Use of anecdotal data such as teacher or counselor input in ARDs or LPAC meetings
Leadership Effectiveness	• STAAR/EOC Results • Texas Academic Performance reports • Teacher retention/hiring • Teacher attendance • professional Development plans (including implementation and monitoring plans) • Content Teacher leader • Principal/Assistant Principals evaluation results • Teacher evaluation results/Teacher Goal Setting • Principal/teacher self-evaluation and Goal Setting • Distributive Leadership
Increased Learning Time	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
Family and Community Engagement	• Family and community perception surveys • Number of parent/family conferences held • Number of family/parent focus workshops and programs offered • 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
School Climate	Teacher retention rate • Staff perception data • Parent/Community perception data • Discipline data • Aggregated /disaggregated attendance data PEIMS data • PBIS activities & impact • Teacher attendance • Involvement in extra-curricular activities • Walk-through Observations/Debrief • Campus cleanliness Community involvement and support • Aggregated/ disaggregated discipline referral data • PEIMS 425 report
Teacher Quality	• STAAR/EOC results • Student feedback • Classroom observations • Third party classroom observation • Teacher recruitment process • Increased student performance • Walk-through data/Debrief • Teacher feedback • Teacher evaluation results • Professional development hours • Professional development implementation (as evidenced

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.

			Student Group				147.00		Content Area		0 : 101 !!	
		Not Applicable	African American	⊢	Reading	✓	Writing	✓	Science	V	Social Studies	Mathemati
	Which Index(es) does this	☐ Not Applicable	Hispanic	\vdash	Reading	<u> </u>	Writing	✓	Science	✓	Social Studies 🗵	Mathemat
	problem statement	la decida Objedant Ashirosana art	White	1	Reading	V	Writing	✓	Science	✓	Social Studies	Mathema
roblem Statement 1:	address?	☑ Index 1: Student Achievement	American Indian	v	Reading	v	Writing	V	Science	✓	Social Studies	Mathema
			Asian	V	Reading	V	Writing	V	Science	✓	Social Studies	Mathema
	Campuses may also connect this problem	☑ Index 2: Student Progress	Pacific Islander	v	Reading	V	Writing	V	Science	✓	Social Studies	Mathema
	statement to		Two or More Races	V	Reading	V	Writing	V	Science	V	Social Studies	Mathema
	missed/targeted system safeguard(s).	Index 3: Closing Achievement Gaps	Economically Disadvantaged	v	Reading	V	Writing	V	Science	V	Social Studies	Mathema
			Special Education	V	Reading	V	Writing	V	Science	V	Social Studies 🔽	Mathema
	Student lack of positive academ	Index 4: Postsecondary Readiness	English Language Learners	V	Reading	<u> </u>	Writing	V	Science	<u> </u>	Social Studies	Mathema
	Student lack of positive academ		0 0	V	Reading	▽	Writing				Social Studies 🗵	Mathema
	Student lack of positive academ		Student Group						Content Area			
	Student lack of positive academ	iic and social awareness.	Student Group African American	V	Reading	V	Writing	V	Content Area Science	V	Social Studies 🗵	Mathema
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	Which Index(es) does this problem statement	□ Not Applicable	Hispanic	□ Reading	□ Writing		Social Studies Mathematics
			White	□ Reading	□ Writing	□ Science □	Social Studies Mathematics
Problem Statement 3:	address?	☐ Index 1: Student Achievement	American Indian	□ Reading	□ Writing	□ Science □	Social Studies Mathematics
			Asian	□ Reading	☐ Writing	□ Science □	Social Studies Mathematics
	Campuses may also connect this problem statement to missequent(c)	☐ Index 2: Student Progress	Pacific Islander	□ Reading	□ Writing	□ Science □	Social Studies Mathematics
			Two or More Races	□ Reading	□ Writing	□ Science □	Social Studies Mathematics
		☐ Index 3: Closing Achievement Gaps	Economically Disadvantaged	□ Reading	□ Writing	□ Science □	Social Studies Mathematics
safeguard(s).	Saleguaru(S).		Special Education	□ Reading	□ Writing	□ Science □	Social Studies Mathematics
		☐ Index 4: Postsecondary Readiness	English Language Learners	□ Reading	□ Writing	□ Science □	Social Studies Mathematics
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			Student Group			Content Ar	ea		
			African American	Reading	Writing	Science		Social Studies	Mathematics
		☐ Not Applicable	Hispanic	Reading	Writing	Science		Social Studies	Mathematics
	Which Index(es) does this problem statement		White	Reading	Writing	Science		Social Studies	Mathematics
Problem Statement 5:	address?	☐ Index 1: Student Achievement	American Indian	Reading	Writing	Science		Social Studies	Mathematics
			Asian	Reading	Writing	Science		Social Studies	Mathematics
	Campuses may also connect this problem	☐ Index 2: Student Progress	Pacific Islander	Reading	Writing	Science		Social Studies	Mathematics
	statement to		Two or More Races	Reading	Writing	Science		Social Studies	Mathematics
	missed/targeted system safeguard(s).	☐ Index 3: Closing Achievement Gaps	Economically Disadvantaged	Reading	Writing	Science		Social Studies	Mathematics
			Special Education	Reading	Writing	Science		Social Studies	Mathematics
		☐ Index 4: Postsecondary Readiness	English Language Learners	Reading	Writing	Science		Social Studies	Mathematics
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Problem Statement 6:	Which Index(es) does this	Not Applicable	African American Hispanic	Reading	Writing	Science Science		Social Studies	Mathematics
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Problem Statement 6:	Which Index(es) does this problem statement address? Campuses may also connect this problem	□ Not Applicable □ Index 1: Student Achievement	African American Hispanic White American Indian Asian Pacific Islander Two or More Races Economically Disadvantaged	Reading Reading Reading Reading Reading Reading Reading Reading	Writing Writing Writing Writing Writing Writing Writing Writing Writing	Science Science Science Science Science Science Science Science Science		Social Studies	Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics
Problem Statement 6:	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system	□ Not Applicable □ Index 1: Student Achievement □ Index 2: Student Progress	African American Hispanic White American Indian Asian Pacific Islander Two or More Races	Reading Reading Reading Reading Reading Reading Reading	Writing Writing Writing Writing Writing Writing Writing	Science Science Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies Social Studies	Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics

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		☐ Not Applicable	Hispanic		Reading		Writing		Science		Social Studies	Mathematics
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Problem Statement 7:	address?	☐ Index 1: Student Achievement	American Indian		Reading		Writing		Science		Social Studies	Mathematics
			Asian		Reading		Writing		Science		Social Studies	Mathematics
	Campuses may also connect this problem	☐ Index 2: Student Progress	Pacific Islander		Reading		Writing		Science		Social Studies	Mathematics
	statement to		Two or More Races		Reading		Writing		Science		Social Studies	Mathematics
	missed/targeted system safeguard(s).	☐ Index 3: Closing Achievement Gaps	Economically Disadvantaged		Reading		Writing		Science		Social Studies	Mathematics
			Special Education		Reading		Writing		Science		Social Studies	Mathematics
	☐ Index 4: Postsecondary Readiness		English Language Learners		Reading		Writing		Science		Social Studies [Mathematics
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Problem Statement 8:	Which Index(es) does this problem statement address? Campuses may also connect this problem	□ Not Applicable □ Index 1: Student Achievement	African American Hispanic White American Indian Asian Pacific Islander Two or More Races Economically Disadvantaged		Reading Reading Reading Reading Reading		Writing Writing Writing Writing Writing Writing		Science Science Science Science Science Science Science Science Science		Social Studies [Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics
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			Student Group		Content Area							
			African American		Reading		Writing		Science		Social Studies	Mathematics
		☐ Not Applicable	Hispanic		Reading		Writing		Science		Social Studies	Mathematics
	Which Index(es) does this problem statement		White		Reading		Writing		Science		Social Studies	Mathematics
Problem Statement 9:	address?	☐ Index 1: Student Achievement	American Indian		Reading		Writing		Science		Social Studies	Mathematics
			Asian		Reading		Writing		Science		Social Studies	Mathematics
	Campuses may also connect this problem	☐ Index 2: Student Progress	Pacific Islander		Reading		Writing		Science		Social Studies	Mathematics
	statement to		Two or More Races		Reading		Writing		Science		Social Studies	Mathematics
	missed/targeted system safeguard(s).	☐ Index 3: Closing Achievement Gaps	Economically Disadvantaged		Reading		Writing		Science		Social Studies	Mathematics
			Special Education		Reading		Writing		Science		Social Studies	Mathematics
		☐ Index 4: Postsecondary Readiness	English Language Learners		Reading		Writing		Science		Social Studies	Mathematics
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	Which Index(es) does this problem statement		African American						Science			
Problem Statement 10:		□ Not Applicable □ Index 1: Student Achievement	African American Hispanic		Reading		Writing		Science Science		Social Studies	Mathematics
Problem Statement 10:	problem statement address?	☐ Index 1: Student Achievement	African American Hispanic White		Reading Reading		Writing		Science Science Science		Social Studies Social Studies	Mathematics Mathematics
Problem Statement 10:	problem statement address? Campuses may also		African American Hispanic White American Indian		Reading Reading Reading		Writing Writing Writing		Science Science Science Science		Social Studies Social Studies Social Studies Social Studies	Mathematics Mathematics Mathematics
Problem Statement 10:	problem statement address? Campuses may also connect this problem statement to	☐ Index 1: Student Achievement ☐ Index 2: Student Progress	African American Hispanic White American Indian Asian Pacific Islander Two or More Races		Reading Reading Reading Reading		Writing Writing Writing Writing		Science Science Science Science Science Science Science Science		Social Studies	Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics
Problem Statement 10:	problem statement address? Campuses may also connect this problem	□ Index 1: Student Achievement	African American Hispanic White American Indian Asian Pacific Islander Two or More Races Economically Disadvantaged		Reading Reading Reading Reading Reading Reading Reading Reading		Writing Writing Writing Writing Writing Writing Writing Writing Writing		Science Science Science Science Science Science Science Science Science		Social Studies Social Studies	Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics
Problem Statement 10:	problem statement address? Campuses may also connect this problem statement to missed/targeted system	☐ Index 1: Student Achievement ☐ Index 2: Student Progress	African American Hispanic White American Indian Asian Pacific Islander Two or More Races		Reading Reading Reading Reading Reading Reading Reading		Writing Writing Writing Writing Writing Writing Writing		Science Science Science Science Science Science Science Science		Social Studies	Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics

Responses to these questions	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
have been from the Contact- Intervention Information Tab	Region 18	068901	Ector County ISD	00000047	Ector Middle School
		DISTRICT - Data A	nalvsis Summarv		
Instructio	ns: The data analysis is divided into six s V, and VI, however; the remaining sec	ment process. The data analysis helps in ections. Please answer Section I- Gene stions are based on your district respons	ourpose and the summary of findings statem nform your district in the completion of the trail Questions as it will help you determine the to Section I. Please note, when going the process, please contact your TEA/TCDSS s	argeted improvement plan as require he remaining questions required for the rough the data analysis process, then	d by your district staging ident he district data analysis proces
Definition/Purpo			ership team [Texas Education Code (TEC) analysis informs the needs assessment and		
Summary of Finding	A data summary captures patterns ar	d trends in the data. A summary of findir	ngs is a way to synthesize the outcome of the	ne data analysis to create the problen	n statements which form the ba

Section I - General Questions

Is your district identified as Improvement Required in the state accountability system?	Yes	Responses to these questions have been
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	populated from the Contact-Intervention Information Tab
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)

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

	Did your district meet standard for Index 3? *see help box for score details	Yes, index score more than	n two points abov	ve index target (No	n-AEA – 31 or higher, AEA – 14 or higher)				
Index 3 - Closing Achievement Gaps	If your district Index 3 score was more than two points above the index target, then you do not need to answer this question. Which student group(s), other than economically disadvantaged, was(were) measured for your district in Index 3?	African American	Hispanic	White □	American Indian Asian □ □	Pacific Islander Two or More ☐ Races			
	Which two ethnic/race student groups will be measured in Index 3 in the 2017 rating?	African American	Hispanic	□ White	☐ American Indian ☐ Asian	☐ Pacific Islander ☐ Two or More Races			
	<provide additional="" any="" here="" information=""></provide>								
	Did your district meet standard for Index 4? *see help box for score details				Select				
	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.	☐ STAAR component-s	student performa	nce at or above Le	evel II, Final				
Index 4 -	If your AEA district Index 4 score was more than 5 points above the	□ Graduation Rate							
Postsecondary Readiness	Index 4 target, then you do not need to answer this question.	☐ Graduation Plan							
	Which component(s) of Index 4 contributed to your district missing Index 4?	□ Postsecondary Indicate	ator						
	<provide additional="" any="" here.="" information=""></provide>								

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 inc	Which program areas have student performance indicators identified as an area of concern?							
	□ BE/ESL	□ CTE	□ NO	CLB (Title I, Part A, or Migrant)		Special Education		
What campus/es is/are contributing to student perfo	rmance indicators with a perfor	mance level of 2	or 3?					
<enter text=""></enter>								
In which program area(s) has the graduation rate be	en identified as an area of cor	icern?						
	□ BE/ESL	□ CTE	□ NC	CLB (Title I, Part A, or Migrant)		Special Education		
In which program area(s) has the dropout rate been	identified as an area of conce	rn?						
	□ BE/ESL	□ CTE		CLB (Title I, Part A, or Migrant)		Special Education		
In reviewing the summary page of your PBMAS repo	ort, what patterns and trends ac	cross program ar	eas, includii	ing correlations between PBMAS	areas	s of concern and your system safeguards, does the data reveal?		
<enter text=""></enter>								
What does your longitudinal PBMAS data from the p	ast two years reveal when com	pared to your cu	rrent year's	s report?				
<enter text=""></enter>								

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=""></enter>
How is individualized decision-making affected by the identified patterns and trends?
<enter text=""></enter>
Based on the data, what are the strengths or weaknesses of the district's support for students with disabilities residing in RFs?
<enter text=""></enter>

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>	<enter text=""></enter>	<enter text=""></enter>				
		CSFs					
	(For possible data sources, see the CSF Data	a Sources document)					
Academic Performance	<enter text=""></enter>						
Use of Quality Data to Drive Instruction	<enter text=""></enter>						
Leadership Effectiveness	<enter text=""></enter>						
Increased Learning Time	<enter text=""></enter>						
Family and Community Engagement	<enter text=""></enter>						

School Climate	<enter text=""></enter>
	<enter text=""></enter>
Teacher Quality	

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 h<="" problem="" statement="" th="" your=""><th>nere.></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></type>	nere.>							
			Student Group			C	ontent Area		
			African American	Reading	Writing		Science	Social Studies	Mathematics
		☐ Not Applicable	Hispanic	Reading	Writing		Science	Social Studies	Mathematics
	Which Index(es) does this		White	Reading	Writing		Science	Social Studies	Mathematics
	problem statement address?	☐ Index 1: Student Achievement	American Indian	Reading	Writing		Science	Social Studies	Mathematics
Problem Statement 1:			Asian	Reading	Writing		Science	Social Studies	Mathematics
	Districts may also connect	☐ Index 2: Student Progress	Pacific Islander	Reading	Writing		Science	Social Studies	Mathematics
	this problem statement to missed/targeted system		Two or More Races	Reading	Writing		Science	Social Studies	Mathematics
	safeguard(s).	☐ Index 3: Closing Achievement Gaps	Economically Disadvantaged	Reading	Writing		Science	Social Studies	Mathematics
			Special Education	Reading	Writing		Science	Social Studies	Mathematics
		☐ Index 4: Postsecondary Readiness	English Language Learners	Reading	Writing		Science	Social Studies	Mathematics
	Which PBMAS indicators and/or RF data does this problem statement address?	<enter and="" data="" here.="" indicators="" or="" pbmas="" rf=""></enter>							

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

Needs Assessment Summary and Improvement Plan

After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:

Step 1: Clarify and prioritize problem statements

Step 2: Establish the purpose of assessing root causes and establish the team

Definition / Step 3: Gather data Purpose:

Step 4: Review data analysis

Step 5: Root cause analysis

The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

	PS 1:	0	is occurring because of Root Cause #1	Root Cause 1:	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		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.
Problem Statements (PS):	PS 3:	0	is occurring because of Root Cause #3	Root Cause 3:	Lack of full implementaion of PBIS/CHAMPS strategies and procedures to improve classroom engagement and improve classroom management.
Problem statements	PS 4:	0	is occurring because of Root Cause #4	Root Cause 4:	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.
are carried over from Section VI of the Campus Data	PS 5:	0	is occurring because of Root Cause #5	Root Cause 5:	<enter text=""></enter>
Analysis tab OR Section VI of the	PS 6:	0	is occurring because of Root Cause #6	Root Cause 6:	<enter text=""></enter>
District Data Analysis Summary tab.	PS 7:	0	is occurring because of Root Cause #7	Root Cause 7:	<enter text=""></enter>
lav.	PS 8:	0	is occurring because of Root Cause #8	Root Cause 8:	<enter text=""></enter>
	PS 9:	0	is occurring because of Root Cause #9	Root Cause 9:	<enter text=""></enter>
	PS 10:	0	is occurring because of Root Cause #10	Root Cause 10:	<enter text=""></enter>

Identified and Prioritized Root Causes:

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.

*** Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.***

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. Attestation Statement:

In addition, these findings have been recorded and are available upon request.

Responses to these questions Educate	on Service Center (ESC) Number:	District I	Number: District I	lame:		Campus Number:	Campus Name:			
have been from the Contact- Intervention Information Tab	Region 18	068	8901 Ector Cou	nty ISD		000000047 Ed	ctor Middle School			
		N	leeds Assessment Summary	and Improve	ment F	Plan		J		
Problem Statement	1: 0		<u></u>	Annual Goal	At least 70°	% of all students will score at Satisfactor ore at satisfactory on STAAR 2017.	y in Reading on STAAR 2	017. At least 55% of Eco Dis., SPED,		
Root Cause	1: Lack of High Expectations for a	Il students in Tier I instruct	tion negatively affects student learning.	Strategy	vield instruc	al Development, Coaching strategies, au ctional strategies for all learners as well a the lesson and high order questioning wh	as opportunites for active	engagement, student purposeful talk,		
Index Numb	or: □ Not Applicable	☑ Index 1:	Student Achievement	dent Progress	Jndex 3:	Closing Achievement Gaps	☑ Index 4:	Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs	CSF 2-Quality Data to I CSF 3-Leadership Effe CSF 4-Increased Learr CSF 5-Family/Commun	Orive Instruction/ESEA Totiveness/ESEA TP: Proing Time/ESEA TP: Recity Engagement/ESEA T	designed School Calendar IP: Ongoing Family and Community Engagement ool Environment	How will addressing this root cause impact the index/indicator/CSF? The targeted strategies will allow teachers to produce effectitive lesson planning, ent delivery, and provide assessments which will produce increased student understance achievement which will impact indexes 1-4 as well as CSF's 1-4, and 7.						
			Inte	erventions by Quarter						
Q1 (Aug, Se Districts and 1st Year IR campus at a minimum, the interventions ac	es are required to provide,		Q2 (Nov, Dec, Jan)		Q3 (F	eb, Mar)	Q4	(April, May, June)		
Q1 Goal: instructional professional	will attend back to school content, and disctrict managed curriculum development opportunities, and into weekly content and teaming ss.	Q2 Goal:	100% of teachers will improve their instruction as a result of targeted walkthroughs/debriefs, data disaggregation, and professional learning opportunities.	Q3 Goal:		achers and students will use their data to inform their instruction and learning.	Q4 Goal:	At least 70% of all students will score at phase in satisfactory on Reading STAAR 2017.		
Q1 Interve	ntions		Q2 Interventions		Q3 Inte	rventions	C	14 Interventions		
professional Teachers wi	I attend back to school development. I collaborate weekly in both teaming meetings.	1)	Teachers will attend weekly PLC/PD sessions with campus C & I team. Teachers will collaborate weekly in both content and teaming meetings.	1 2			1)			
Teachers wi	I follow the district management cope and sequence; weekly	3)	Togehore will follow the district managed curriculum	3			3)			
	l be accountable for Learning anguage Objectives, and sestioning.	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 m		What data will	be collected to monitor interventions in Q2?		collected to	o monitor interventions in Q3?	What data was collect	ted to monitor interventions in Q4?		
1) curriculum co professional Teachers wi 2) teaming me	is/debriefs by administrators and paches will note implemented development. (available in it take minutes of content and stings, and administrators and attend meetings biweekly. (posted	,	Walkthroughs/debriefs by administration and curriculur coaches will not implemented professional development. (available in principals office) Teachers will take minutes of content and teaming meetings, and administrators and coaches will attend meetings, C & I team will check minutes and provide	1 2			1)			
Classroom \ 3) setting meet	Valkthrough/debrief evidence, goal ings. (available in rincipal's offfice)	3)	Classroom Walkthrough/debrief evidence, goal setting meetings, pre-conferences. (available Eduphoria/principal's office)	3)		3)			
4)		4)		4)		4)			
			End of Quarter F	Reporting						

Responses to these questions	Education S	Service Center (ESC) Number:	District I	Number:	District N	lame:	Campus Numb	er:	Campus Name:	
have been from the Contact- Intervention Information Tab		Region 18	068	901	Ector Cour	nty ISD	000000047	E	ctor Middle School	
			N	eeds Asses	sment Summary	and Improve	ment Plan			
	Q1 Report campuses are n quarter 1 (Q1) re	not required to complete the port.		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=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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 addi<="" any="" th=""><th>tional information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional<="" any="" th=""><th>information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" info<="" th=""><th>ormation here></th><th><enter additional="" any="" info<="" th=""><th>ormation here></th></enter></th></enter></th></enter></th></enter>	tional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional<="" any="" th=""><th>information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" info<="" th=""><th>ormation here></th><th><enter additional="" any="" info<="" th=""><th>ormation here></th></enter></th></enter></th></enter>	information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" info<="" th=""><th>ormation here></th><th><enter additional="" any="" info<="" th=""><th>ormation here></th></enter></th></enter>	ormation here>	<enter additional="" any="" info<="" th=""><th>ormation here></th></enter>	ormation here>
					End of Year Rep	porting				
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you <u>did</u> meet your an to what do you attribut success? If you <u>did not</u> meet you goal, to what do you at lack of success?	e your	□Data Analysis Process □Data Quality □Appropriate Strategy □Identification of Root Cause □Quarterly Planning Process □Ongoing Monitoring and Inte	☐ Annual G☐ CSF/ESI☐ Training☐ Other	Interventions doals EA Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>	
Provide information as t impact on your success your planning for the 20	, or lack of succ	cess, will inform/influence								
Probler	m Statement 2:	0				Annual Goal:	At least 65% of ELL and Social Studies, and Scie		at Satisfactory in Reading	on STAAR 2017 in Math, Reading,
	Root Cause 2:	Lack of High Expectations in T the appropriate differentiation	ier I instruction for all stude strategies to ensure that va	nts and ELL/Sped students	lents. Lack of high expectations in are being met.	Strategy:	Professional Development, Coaching strategies, and observation of master teachers will target best pract differentiated, high-yield instructional strategies for ELLs and SPED population as well as opportunites for engagment, student purposeful talk, framing of the lesson and high order questioning while following the disadonted managed curriculum.			
-	ndex Number:	□ Not Applicable	□ Index 1:	Student Achievem	ent	dent Progress	Index 3: Closing Ac		☐ Index 4:	Postsecondary Readiness
		☑ CSF 1-Improve Acade	mic Performance / ESEA	TP: Strengthen the S	chool's Instruction					

	Service Center (ESC) Number:	District I	Number: District N	ame:		Campus Number:	Campus Name:	I
have been from the Contact- Intervention Information Tab	Region 18	068	3901 Ector Cour	ity ISD		00000047	Ector Middle School	
		N	eeds Assessment Summary	and Improve	ment F	Plan		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	CSF 3-Leadership Effe CSF 4-Increased Learn CSF 5-Family/Commur CSF 6-School Climate/	ctiveness/ESEA TP: Pro	designed School Calendar P: Ongoing Family and Community Engagement ol Environment	How will addressing cause impact index/indicator/	the	The targeted strategies will allow tea delivery, and provide assessments v achievement which will impact index	vhich will produce increase	
			Inter	ventions by Quart	ter		_	
Q1 (Aug, Sept, Districts and 1st Year IR campuses at a minimum, the interventions accor	are required to provide,		Q2 (Nov, Dec, Jan)		Q3 (F	eb, Mar)	Q4	(April, May, June)
Q1 Goal: instructional, directional, directi	I attend back to school content, fferentiated, and disctrict culum professional development and will continue into weekly amng learning times.	Q2 Goal:	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.	Q3 Goal: 100% of teachers will use differentiation, language acquisition, inner classroom support (Coteacher/aide), and data to impact and improve their instruction.			e Q4 Goal:	At least 25% of ELL and Sped students will score at Satisfactory in Reading on STAAR 2017 in Math, Reading, Social Studies, and Science
Q1 Interventi	ons			Q3 Inte	rventions	(Q4 Interventions	
professional de	ttend back to school evelopment. collaborate weekly in both aming meetings.	1)	Teachers will attend district provide PD that targets ELL and SPED students. Teachers will collaborate weekly in both content and teaming meetings.	1,			1	,
3) curriculum scop Resource Syste	ollow the district management be and sequence, TEKS em, weekly Agenda/focus	3)	Teachers will follow the district managed curriculum (TEKS Resource System) scope and sequence; weekly agenda/focus	3,			3)
	e accountable for Learning nguage Objectives, and stioning.	4)	Teachers will be accountable for including BBC, questioning and questioning techniques (level 3/4 DOK), purposeful student talk, and Kagan/Lead4ward	4			4	
What data will be collected to mon	itor interventions in Q1?	What data will I	be collected to monitor interventions in Q2?	What data will be	collected to	monitor interventions in Q3?	What data was collect	cted to monitor interventions in Q4?
1) curriculum coac professional de Teachers will te 2) teaming meetir	debriefs by administrators and ches will note implemented evelopment. (available in ake minutes of content and ngs, and administrators and		Walkthroughs/debriefs by administration and curriculum coaches will not implemented professional development. (available in principals office) Teachers will take minutes of content and teaming meetings, and administrators and coaches will attend	1,			1	,
		3)	meetings, C & I team will check minutes and provide Classroom Walkthrough/debrief evidence, goal setting meetings, pre-conferences. (available Eduphoria/principal's office)	3,			3)
4)		4)		4))		4)
			End of Quarter R	eporting				

Q3 Report

Select

Did you meet this quarter's goal?

Q4 Report

Select

Did you meet this quarter's goal?

Q2 Report

Select

Did you meet this quarter's goal?

Q1 Report
Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.

Select

Did you meet this quarter's goal?

Responses to these questions	Education S	Service Center (ESC) Number:	District N	Number:	District Na	ame:	С	ampus Numb	er: (Campus Name:	
have been from the Contact- Intervention Information Tab		Region 18	068	901	Ector Count	ty ISD		000000047	E	ctor Middle School	
			N	eeds A	ssessment Summary	and Improve	ment F	Plan	,		•
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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 addi<="" any="" th=""><th>tional information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter ad<="" any="" th=""><th>dditional information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter a<="" any="" th=""><th colspan="2">Enter any additional information here></th><th><enter additional="" any="" info<="" th=""><th>rmation here></th></enter></th></enter></th></enter></th></enter>	tional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter ad<="" any="" th=""><th>dditional information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter a<="" any="" th=""><th colspan="2">Enter any additional information here></th><th><enter additional="" any="" info<="" th=""><th>rmation here></th></enter></th></enter></th></enter>	dditional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" th=""><th colspan="2">Enter any additional information here></th><th><enter additional="" any="" info<="" th=""><th>rmation here></th></enter></th></enter>	Enter any additional information here>		<enter additional="" any="" info<="" th=""><th>rmation here></th></enter>	rmation here>
					End of Year Rep	orting					
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you did meet your an to what do you attribute success? If you did not meet you goal, to what do you at lack of success?	your r annual	□Data Analysis Process □Data Quality □Appropriate Strategy □Identification of Root Cause □Quarterly Planning Process □Ongoing Monitoring and Inter	☐ (Specific) ☐ Annual G ☐ CSF/ESE ☐ Training ☐ Other ventions	oals		Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>	
	, or lack of succ	tified elements and their cess, will inform/influence year.									
Proble	m Statement 3:	0				Annual Goal:		e School will ill be minor of		referrals wih no more than	20% being major offenses, and more
	Root Cause 3:	Lack of full implementaion of P improve classroom manageme		nd procedure	es to improve classroom engagement and	Strategy:	PBIS/CHAN	MPS strategie	es in classroom and comm	coaching and campus supp non areas. Increasing instru- n will decrease written refe	ort for teachers to be able to implement actional strategies and student rrals.
1	ndex Number:	□ Not Applicable	☑ Index 1:	Student Act	hievement ☑ Index 2: Stud	ent Progress	⊿ndex 3:	Closing Ac	hievement Gaps	☑ Index 4:	Postsecondary Readiness
ESEA Turnaround Prin	CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems CSF 4-Increased Learning Time/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Communit CSF 6-School Climate/ESEA TP: Improve School Environment CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers						How will addressing this root cause impact the index/indicator/CSF? Providing professional development and ongoing coaching and campus to implement PBIS/CHAMPS strategies in classroom and common are strategies and student engagement will also lower behavioral issues wh referrals. This will have a direct impact on student performance on the S 1-4, as well as CSF's 5-7				non areas. Increasing instructional sues which will decrease written
					Interv	ventions by Quart	er				
Districts and 1st Yea		v, Dec, Jan)		Q3 (Fe	b, Mar)		Q4	(April, May, June)			

Responses to these questions	Education Service Center (ESC) Number:	District I	Number:	District Na	nme:	Campus Number:	C	ampus Name:	
have been from the Contact- Intervention Information Tab	Region 18	068	1901	Ector Count	ly ISD	00000047	E	ctor Middle School	
		N	eeds Assessm	ent Summary	and Improve	ment Plan	'		
Qi Goai.	All staff will receive required training on PBIS/CHAMPS and begin to implement in common areas and classroom along with engaging lessons	Q2 Goal:	100% of teachers will show e expectations in their classroo		Q3 Goal:	100% of teachers and 90% of student to monitor and reflect on behavior acc PBIS/CHAMPS expectations for the c	ording to	Q4 Goal:	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.
	Q1 Interventions		Q2 Interventions			Q3 Interventions		Q	4 Interventions
1)	Teachers will receive ongoing PBIS/CHAMPS expectations and procedures.	1)	Teachres will receive ongoin expectations /reminders.	g PBIS/CHAMPS	1)			1)	
2)	CHAMPS site team will meet regularly to determine common area and classroom expectation, and discuss engagment activities.	2)	CHAMPS site team will mee areas where we need refiner campus, grade level or indivi	nent and resets as a	2)			2)	
3)	Teachers will take students through a day of CHAMPS focused schedules to ensure expectations are consistent.	3)	Teahcer will take students the PBIS/CHAMPS during Eagle by adminstration and CHAM	es Nest times as detailed	3)			3)	
4)	Teachers will receive intervention triangle and support via "pre-referral" checklist.	4)	Teachers will participate in le focus on CHAMPS in the cla		4)			4)	
What data will be co	ellected to monitor interventions in Q1?	What data will I	pe collected to monitor inte	rventions in Q2?	What data will be	collected to monitor interventions i	in Q3?	What data was collec	ted to monitor interventions in Q4?
	Agenda/sign in sheets from PBIS/CHAMPS session trainings. (available in principal's office)	1)	Agenda, Eagle Focus sent to (available in Principal's office	teachers weekly.	1)			1)	
2)	CHAMPS site team agenda/minutes/sign in sheets. (available in principal's office)	2)	CHAMPS site team agenda/ (available in principal's office		2)			2)	
3)	Full Day schedule for student CHAMPS focus. (available in principal's office)	3)	Designated Eagles Nest time (available in principal's office	es to reset CHAMPS/PBIS	3)			3)	
4)	Agenda/sign in sheets from intervention triangle as well as CHAMPS in the classroom. (available in principal's office)	4)	Learning walk/debrief docum principal's office)	entation (available in	4)			4)	
				End of Quarter Re	porting				
	Q1 Report campuses are not required to complete the quarter 1 (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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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 additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" informa<="" td=""><td>ation here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" here<="" information="" td=""><td>ş></td><td><enter additional="" any="" info<="" td=""><td>ormation here></td></enter></td></enter></td></enter>	ation here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here<="" information="" td=""><td>ş></td><td><enter additional="" any="" info<="" td=""><td>ormation here></td></enter></td></enter>	ş>	<enter additional="" any="" info<="" td=""><td>ormation here></td></enter>	ormation here>
				End of Year Rep	orting				
			□D	ata Analysis Process	□ (Specific) Interventions			

Responses to these questions have been from the Contact-	Education S	Service Center (ESC) Number:	District I	Number:	District Na	ame:	C	ampus Number	r: C	Campus Name:		
Intervention Information Tab		Region 18	068	8901	Ector Coun	ity ISD		000000047	Ec	ctor Middle School		
			N	leeds Assessi	ment Summary	and Improve	ment P	Plan				
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you did meet your an to what do you attribute success? If you did not meet you goal, to what do you at lack of success?	ur annual etribute your	□Data Quality □Appropriate Strategy □Identification of Root Cause □Quarterly Planning Process □Ongoing Monitoring and Inter	☐ Training☐ Other	oals EA Tumaroun	nd a	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>		
	, or lack of succ	tified elements and their cess, will inform/influence year.						,				
Problem	m Statement 4:	0				Annual Goal:	At least 65% of all students will score at Satisfactory in Social Studies on STAAR 2017. At least 50 SPED, ELL will score at satisfactory on STAAR 2017.					
	Root Cause 4:	Lack of High Expectations in T the appropriate differentiation s following district managed curri	strategies to ensure that va	aried needs of students are		Strategy:	yield instruct	tional strategie	es for all learners as well a	and observation of master teachers will target best practices, high- l as opportunites for active engagment, student purposeful talk, while following the district adopted managed curriculum.		
l	ndex Number:	□ Not Applicable	☑ Index 1:	Student Achievement	☑ Index 2: Stud	dent Progress	⊿ndex 3:	Closing Ach	ievement Gaps	□ Index 4:	Postsecondary Readiness	
Critical Success Fact ESEA Turnaround Prin Major Syster	nciples (TPs)	☑ CSF 2-Quality Data to☑ CSF 3-Leadership Effic☑ CSF 4-Increased Lear	TP: Ongoing Family and (How will addressing th cause impact the index/indicator/CSF?		delivery, and	provide assessments wh		lesson planning, enhance instructional d student understanding and c, and 7.			
					Inter	ventions by Quart	er	'				
Districts and 1st Yea		Oct) are required to provide, aplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)			Q3 (Fe	eb, Mar)		Q4	(April, May, June)	
Q1 Goal:	instructional, diffinanaged curricopportunities, and	attend back to school content, ferentiated, and district ulum professional development nd will continue into weekly mng learning times.	Q2 Goal:	100% of teachers will imp result of targeted walkthro disaggregation, and profe opportunities.		Q3 Goal:			dents will use their data nstruction and learning.	Q4 Goal:	At least 70% of all students will score at phase in satisfactory on Social Studies STAAR 2017.	
	Q1 Intervention	ons		Q2 Interventions			Q3 Inter	ventions		C	Q4 Interventions	
1)	professional de	ollaborate weekly in both ming meetings, 1 X weekly with	1)	with Region 18 and weekl coordinator.	dic all day training sessions by PD sessions with the district cly PLC/PD sessions with	2)				2)		
ŕ	Teachers will fol curriculum scop Resource Syste Teachers will be	llow the district management e and sequence, TEKS em, weekly Agenda/focus e accountable for Learning guage Objectives, and		scope and sequence, TEI Agenda/focus Teachers will be accounta questioning and questioni	strict management curriculum KS Resource System, weekly able for including BBC, ing techniques (level 3/4 talk, and Kagan/Lead4ward	3)				3)		

Responses to these questions have been from the Contact-	Education Service Center (ESC) Number:	District I	Number:	District Na	ame:	Campus Numb	er: C	Campus Name:	
Intervention Information Tab	Region 18	068	901	Ector Coun	ty ISD	000000047	E	ctor Middle School	
		N	eeds Asses	sment Summary	and Improve	ment Plan			
What data will be co	ellected to monitor interventions in Q1?	What data will b	pe collected to monito	or interventions in Q2?	What data will be	collected to monitor int	terventions in Q3?	What data was collec	eted to monitor interventions in Q4?
1)	Walkthroughs/debriefs by administrators and curriculum coaches will note implemented professional development. (available in Teachers will take minutes of content and teaming meetings, and administrators and		coaches will note imple development. (available Teachers will take min		1)			1)	
3)	coaches will attend meetings bi-weekly. Classroom Walkthrough/debrief evidence, goal setting meetings. (available in	,	meetings, C & I team v Classroom Walkthroug meetings, pre-conferen	will check minutes and provide gh/debrief evidence, goal setting nces. (available	3)			3)	
4)	Eduphoria/principal's offfice)	4)	Eduphoria/principal's	onice)	4)			4)	
				End of Quarter Re	eporting				
Districts and 1st Year IR	Q1 Report campuses are not required to complete the quarter 1 (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
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	evidence that supports meeting or making progress toward this quarterly			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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 additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" i<="" td=""><td></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" info<="" td=""><td>ormation here></td><td><enter additional="" any="" info<="" td=""><td>prmation here></td></enter></td></enter></td></enter>		What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" info<="" td=""><td>ormation here></td><td><enter additional="" any="" info<="" td=""><td>prmation here></td></enter></td></enter>	ormation here>	<enter additional="" any="" info<="" td=""><td>prmation here></td></enter>	prmation here>
				End of Year Rep	orting				
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>	If you did meet your an to what do you attribute success? If you did not meet you goal, to what do you at lack of success?	e your	□Data Analysis Process □Data Quality □Appropriate Strategy □Identification of Root Cause □Quarterly Planning Process □Ongoing Monitoring and Inter	☐ Annual G☐ CSF/ESE☐ Training☐ Other) Interventions oals EA Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>	
	o how the identified elements and their , or lack of success, will inform/influence 16-2017 school year.								
Problen	n Statement 5: 0				Annual Goal:	<enter text=""></enter>			

Responses to these questions Education S	Service Center (ESC) Number:	District I	Number: District N	ame:	Cé	nmpus Number:	Campus Name:				
have been from the Contact- Intervention Information Tab	Region 18	068	901 Ector Coun	nty ISD		00000047	Ector Middle School				
		N	eeds Assessment Summary	and Improve	ment P	lan					
Root Cause 5:	<enter text=""></enter>			Strategy:	<enter text=""></enter>						
Index Number:	□ Not Applicable	□ Index 1:	Student Achievement ☐ Index 2: Student Achievement	lent Progress	∃ndex 3: 0	Closing Achievement Gaps	□ Index 4:	Postsecondary Readiness			
	☐ CSF 1-Improve Acade	mic Performance / ESEA	A TP: Strengthen the School's Instruction								
	☐ CSF 2-Quality Data to	Drive Instruction/ESEA	TP: Use of Data to Inform Instruction								
Critical Success Factors (CSFs)	☐ CSF 3-Leadership Effe	ectiveness/ESEA TP: Pro	ovide Strong Leadership	How will addressing th	nis root						
ESEA Turnaround Principles (TPs)	☐ CSF 4-Increased Lear	ning Time/ESEA TP: Rec	designed School Calendar	cause impact the index/indicator/CSF?		<enter text=""></enter>					
Major Systems			TP: Ongoing Family and Community Engagement								
	☐ CSF 6-School Climate.										
	☐ CSF 7-Teacher Quality	//ESEA TP: Ensure Effec									
Interventions by Quarter Q1 (Aug, Sept, Oct)											
Q1 (Aug, Sept, Districts and 1st Year IR campuses at a minimum, the interventions according	are required to provide,		Q3 (Feb, Mar)			Q4	(April, May, June)				
Q1 Goal:		Q2 Goal:		Q3 Goal:			Q4 Goal:				
Q1 Intervention	ons		Q2 Interventions		Q3 Interv	rentions	C	14 Interventions			
1)		1)		1)			1)				
2)		2)		2)	,		2)				
3)		3)		3))		3)				
4)		4)		4)			4)				
What data will be collected to mon	itor interventions in Q1?	What data will b	pe collected to monitor interventions in Q2?	What data will be	collected to	monitor interventions in Q3?	What data was collect	ted to monitor interventions in Q4?			
1)		1)		1)	,		1)				
2)		2)		2)			2)				
3)		3)	3))		3)					
4)		4)		4))		4)				
			End of Quarter Re	eporting							
Q1 Report Districts and 1st Year IR campuses are r quarter 1 (Q1) re	not required to complete the port.		Q2 Report		Q3 Re	eport		Q4 Report			

Responses to these questions	Education Se	ervice Center (ESC) Number:	District I	Number:	District No.	ame:	C	ampus Numb	er: (Campus Name:	I
have been from the Contact- Intervention Information Tab		Region 18	068	3901	Ector Coun	ty ISD		000000047	E	ctor Middle School]
			N	eeds As	ssessment Summary	and Improve	ment P	lan	,		-
Did you meet this quarter's goal?		Select	Did you meet this quarter's goal?		Select	Did you meet this quarter's goal?		Se	lect	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=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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?		Se	lect	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<enter additi<="" any="" th=""><th>ional information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter ad<="" any="" th=""><th>ditional information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter a<="" any="" th=""><th>dditional info</th><th>ormation here></th><th><enter additional="" any="" inf<="" th=""><th>ormation here></th></enter></th></enter></th></enter></th></enter>	ional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter ad<="" any="" th=""><th>ditional information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter a<="" any="" th=""><th>dditional info</th><th>ormation here></th><th><enter additional="" any="" inf<="" th=""><th>ormation here></th></enter></th></enter></th></enter>	ditional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" th=""><th>dditional info</th><th>ormation here></th><th><enter additional="" any="" inf<="" th=""><th>ormation here></th></enter></th></enter>	dditional info	ormation here>	<enter additional="" any="" inf<="" th=""><th>ormation here></th></enter>	ormation here>
					End of Year Rep	orting				<u> </u>	
Provide the data that supports your 4th quarter status of this annual goal.	If you did meet your annual goal, to what do you attribute your success? Canter text > If you did not meet your annual goal, to what do you attribute your lack of success? Quarterly Place		□Data Analysis Process □Data Quality □Appropriate Strategy □Identification of Root Cause □Quarterly Planning Process □Ongoing Monitoring and Inter	☐ (Specific) ☐ Annual G ☐ CSF/ESE ☐ Training ☐ Other eventions	oals		Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>			
Provide information as t impact on your success your planning for the 20	, or lack of succ	ess, will inform/influence	<enter text=""></enter>								
Probler	m Statement 6:	0				Annual Goal:	<enter text=""></enter>				
	Root Cause 6:	<enter text=""></enter>				Strategy:	<enter text=""></enter>				
ı	Index Number:	□ Not Applicable	□ Index 1:	Student Ach	ievement ☐ Index 2: Stud	lent Progress	_Index 3:	Closing Ad	hievement Gaps	□ Index 4:	Postsecondary Readiness
Critical Success Fact ESEA Turnaround Prir Major System	nciples (TPs)	☐ CSF 4-Increased Lea	D Drive Instruction/ESEA Tectiveness/ESEA TP: Prouning Time/ESEA TP: Requirity Engagement/ESEA TP: Improve School	TP: Use of Date ovide Strong Loudesigned School TP: Ongoing Fool Environments	ta to Inform Instruction eadership ool Calendar family and Community Engagement nt	How will addressing the cause impact the index/indicator/CSF?	is root	<enter text=""></enter>			
					Inter	ventions by Quart	er				

Responses to these questions have been from the Contact-	Education Service Center (ESC) Number:	District I	lumber: District Na		ame:	Campus Number:	Campus Name:	<u> </u>			
Intervention Information Tab	Region 18	068		Ector Coun		00000047	Ector Middle School				
Needs Assessment Summary and Improvement Plan											
Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)				Q3 (Feb, Mar)	Q	Q4 (April, May, June)			
Q1 Goal:	Q1 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)			1)			
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 colle	What data was collected to monitor interventions in Q4?			
1)		1)			1)			1)			
2)		2)			2)			2)			
3)		3)			3)		:	3)			
4)		4)			4)			1)			
				End of Quarter Re	eporting						
	Q1 Report campuses are not required to complete the quarter 1 (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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			
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 additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" info<="" th=""><th></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" here="" information=""></enter></th><th><enter additional="" any="" ir<="" th=""><th>formation here></th></enter></th></enter>		What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>	<enter additional="" any="" ir<="" th=""><th>formation here></th></enter>	formation here>			

Responses to these questions have been from the Contact-	t-				District Na				Campus Name:		
Intervention Information Tab Region 18			,				Ector Middle School				
Needs Assessment Summary and Improvement Plan End of Year Reporting											
					□Data Analysis Process	☐ (Specific)	Interventions				
			If you did meet your ani		□Data Quality	☐ Annual Goals					
Provide the data that		Enter text>	to what do you attribute success?	your	□Appropriate Strategy	□ CSF/ESE		ıd	Please provide additional information		
supports your 4th quarter status of this	<enter text=""></enter>		If you did not meet you		□Identification of Root Cause	☐ Training			for the selection of Other or for any	<enter text=""></enter>	
annual goal.			goal, to what do you att	ribute your	☐ ☐Quarterly Planning Process	□ Other			selected elements.		
					□Ongoing Monitoring and Inter	ventions					
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 7: 0						Annual Goal:	<enter text=""></enter>				
Root Cause 7: Eller lexe						Strategy:	<enter text=""></enter>				
Index Number: ☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Ac							Closing Ac	hievement Gaps	ent Gaps □ Index 4: Postsecondary Readiness		
		☐ CSF 1-Improve Acade	emic Performance / ESEA	TP: Strengthen the Sch	ool's Instruction						
☐ CSF 2-Quality Data to			Drive Instruction/ESEA T								
Critical Success Fact	ors (CSFs)		fectiveness/ESEA TP: Provide Strong Leadership			How will addressing	this root				
ESEA Turnaround Prin		_	rning Time/ESEA TP: Redesigned School Calendar			cause impact t index/indicator/0		<enter text=""></enter>			
Major Syster	ms		unity Engagement/ESEA TP: Ongoing Family and Community Engagement								
		_	e/ESEA TP: Improve School Environment tty/ESEA TP: Ensure Effective Teachers								
		CSF 7-Teacher Qualit	y/ESEA TP. Elisure Elled	live reachers	Inton	entions by Quarte	~~				
	Q1 (Aug, Sept, 0	Oct)			interv	rentions by Quarte	ar				
Districts and 1st Yea	ar IR campuses a	re required to provide, uplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)			Q4 (April, May, June)		
Q1 Goal:		Q2 Goal:	Q2 Goal:		Q3 Goal:				Q4 Goal:		
Q1 Interventions		Q2 Interventions			Q3 Interventions		Q	1 Interventions			
1)		1)	1)		1)	1)		1)			
2)	2)		2)	2)		2)	2)		2)		
3)		3)			3)				3)		

Responses to these questions Education Service Center (ESC) Number: District Number: District Name: Campus Number: Campus Name:										
Responses to these questions have been from the Contact-	Education Service Center (ESC) Number: Region 18	District Number: District Na 068901 Ector Count				Campus Numb 000000047		ctor Middle School]	
Intervention Information Tab							E	ctor Midale School		
Needs Assessment Summary and Improvement Plan										
4)		4)	4)			4)				
What data will be co	ollected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?			What data will be	collected to monitor in	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 Re	porting					
Districts and 1st Year IR	Q1 Report campuses are not required to complete the quarter 1 (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	
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	dence that ports meeting or king progress ard this quarterly			<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	
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 additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter ad<="" any="" th=""><th>lditional information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" inf<="" th=""><th>ormation here></th><th colspan="2"><enter additional="" any="" here="" information=""></enter></th></enter></th></enter>	lditional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" inf<="" th=""><th>ormation here></th><th colspan="2"><enter additional="" any="" here="" information=""></enter></th></enter>	ormation here>	<enter additional="" any="" here="" information=""></enter>		
				End of Year Rep	orting					
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>	Data Analysis Process Data Quality		☐ Annual G☐ CSF/ESE☐ Training☐ Other	□ Other		n <enter text=""></enter>			
	to how the identified elements and their to, or lack of success, will inform/influence 16-2017 school year.	<enter text=""></enter>								

			lumber: District	Name:	Campus Number:		Campus Name:			
have been from the Contact- Intervention Information Tab	Region 18	0689	901 Ector Co	unty ISD		000000047	Ector Middle School			
Needs Assessment Summary and Improvement Plan										
Problem Statement 8:	0			Annual Goal:	<enter text=""></enter>					
Root Cause 8:	<enter text=""></enter>			Strategy:	<enter text=""></enter>					
Index Number:	□ Not Applicable	□ Index 1: S	Student Achievement Index 2: Stu	udent Progress	∃ndex 3:	Closing Achievement Ga	aps Index 4:	Postsecondary Readiness		
CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction Critical Success Factors (CSFs) CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers					nis root <enter text=""></enter>					
	Interventions by Quarter									
Q1 (Aug, Sept, Districts and 1st Year IR campuses at a minimum, the interventions acco	are required to provide,		Q3 (Feb, Mar)			Q4	Q4 (April, May, June)			
Q1 Goal:		Q2 Goal:	Q3 Goal:			Q4 Goal:				
Q1 Interventi	ons			Q3 Interventions			4 Interventions			
1)		1)		1)	1)		1)			
2)		2)		2)			2)			
3)		3)		3)	3)					
4)		4)	4)	4)						
What data will be collected to mor	nitor interventions in Q1?	What data will b	What data will be collected to monitor interventions in Q3?			3? What data was collect	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										

Responses to these questions	Education S	Service Center (ESC) Number:	District I	Number:	District Na	ame:	Campus Num	ber:	Campus Name:		
have been from the Contact- Intervention Information Tab		Region 18	068	3901	Ector Coun	nty ISD	000000047	E	ctor Middle School		
Needs Assessment Summary and Improvement Plan											
	Q1 Report campuses are n quarter 1 (Q1) re	ot required to complete the port.	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	
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		evidence that supports meeting or making progress toward this quarterly <pre> </pre> <pre> <pre> <pre> </pre> <pre> <pre> <pre> </pre> <pre> <pre> <pre> </pre> <pre> </pre> <pre> <pre> <pre> <pre> </pre> <pre> </pre> <pre> <pre> <pre> </pre> <pre> </pre> <pre> <pre> <pre> <pre> </pre> <pre> </pre> <pre> <pre> <pre> <pre> <pre> <pre> </pre> <pre> </pre> <pre> </pre> <pre> <pr< th=""><th>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</th><th colspan="2"><enter text=""></enter></th><th>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</th><th><enter text=""></enter></th></pr<></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre></pre>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	
Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	rack to ual goal?		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 addit<="" any="" td=""><td>tional information here></td><td colspan="3">What, if any, adjustments must be made in order to meet the annual goal?</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" in<="" td=""><td>formation here></td><td colspan="2"><enter additional="" any="" here="" information=""></enter></td></enter></td></enter>	tional information here>	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?	<enter additional="" any="" in<="" td=""><td>formation here></td><td colspan="2"><enter additional="" any="" here="" information=""></enter></td></enter>	formation here>	<enter additional="" any="" here="" information=""></enter>		
					End of Year Rep	porting					
Provide the data that supports your 4th quarter status of this annual goal.	Ith 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?		□ Data Analysis Process □ Data Quality □ Appropriate Strategy □ Identification of Root Cause □ Quarterly Planning Process □ Ongoing Monitoring and Inter	☐ Annual G☐ CSF/ESE☐ Training☐ Other) Interventions oals EA Turnaround	ls Please provide			
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 9: 0						Annual Goal:	<enter text=""></enter>	:nter text>			
Root Cause 9:						Strategy:	<enter text=""></enter>				
Index Number: ☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Stu					dent Progress	∃ndex 3: Closing A	chievement Gaps	□ Index 4:	Postsecondary Readiness		
CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment					How will addressing th cause impact the index/indicator/CSF?	<enter text<="" th=""><th>></th><th></th><th></th></enter>	>				

Responses to these questions have been from the Contact-	Education Service Center (ESC) Number:	District Nu	mber:	District Name	e:	Campus Number:	Campus Name:	Į.
Intervention Information Tab	Region 18	06890	1	Ector County IS	SD	000000047	Ector Middle School	
		Ne	eds Assessment	Summary ar	nd Improver	ment Plan		
	☐ CSF 7-Teacher Quality	y/ESEA TP: Ensure Effectiv	ve Teachers					
		,		Interver	ntions by Quarte			
Districts and 1st Year	21 (Aug, Sept, Oct) r IR campuses are required to provide, ventions accomplished for quarter 1 (Q1).		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 col	lected to monitor interventions in Q1?	What data will be	collected to monitor intervention	ons in Q2?	What data will be	collected to monitor interventions in	Q3? What data was colle	cted to monitor interventions in Q4?
1)		1)			1)		1)
2)		2)			2)		2)
3)		3)			3)		3)
4)		4)			4)		4)
			End	of Quarter Reno	orting		· · · · · · · · · · · · · · · · · · ·	

4		4)		4)		4)			
			End of Quarter Re	d of Quarter Reporting					
	Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report. Q2 Report		Q3 Report		Q4 Report				
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?		Did you meet this quarter's goal?		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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		
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		

Responses to these questions	Education	ervice Center (ESC) Number:	District I	Mumban	District N	io man	Com	pus Number:		Campus Name:	
have been from the Contact-	Luucation 3	Region 18		3901	Ector Cour			000000047		ctor Middle School	
Intervention Information Tab		Region 16				-				Con Middle School	
	,		N	eeds Asse	ssment Summary	and Improve	ment Pla	an			
What, if any, adjustments must be made in order to meet the annual goal?	<enter addit<="" any="" th=""><th>ional information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additiona<="" any="" th=""><th>al information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter add<="" any="" th=""><th>litional informat</th><th>tion here></th><th colspan="2"><enter additional="" any="" here="" information=""></enter></th></enter></th></enter></th></enter>	ional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additiona<="" any="" th=""><th>al information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter add<="" any="" th=""><th>litional informat</th><th>tion here></th><th colspan="2"><enter additional="" any="" here="" information=""></enter></th></enter></th></enter>	al information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter add<="" any="" th=""><th>litional informat</th><th>tion here></th><th colspan="2"><enter additional="" any="" here="" information=""></enter></th></enter>	litional informat	tion here>	<enter additional="" any="" here="" information=""></enter>	
					End of Year Rep	porting					
Provide the data that supports your 4th quarter status of this annual goal.	4th Enter text		If you <u>did</u> meet your an to what do you attribut success? If you <u>did not</u> meet you goal, to what do you at lack of success?	e your	□Data Analysis Process □Data Quality □Appropriate Strategy □Identification of Root Cause □Quarterly Planning Process □Ongoing Monitoring and Inte	☐ Annual G☐ CSF/ESE☐ Training☐ Other) Interventions oals EA Turnaround	add for t Oth	ase provide litional information the selection of er or for any ected elements.	<enter text=""></enter>	
Provide information as t impact on your success your planning for the 20	, or lack of succ	ess, will inform/influence	<enter text=""></enter>								
Problem	Statement 10:	0				Annual Goal:	<enter text=""></enter>				
F	Root Cause 10:	<enter text=""></enter>				Strategy:	<enter text=""></enter>				
	Index Number:	□ Not Applicable	□ Index 1:	Student Achieven	nent ☐ Index 2: Stud	dent Progress	_Index 3: Cl	osing Achiev	vement Gaps	□ Index 4:	Postsecondary Readiness
Critical Success Fact ESEA Turnaround Prin Major System	nciples (TPs)	CSF 1-Improve Acade CSF 2-Quality Data to CSF 3-Leadership Eff CSF 4-Increased Lea CSF 5-Family/Commu	Drive Instruction/ESEA Tectiveness/ESEA TP: Proming Time/ESEA TP: Reunity Engagement/ESEA TP: Improve School	TP: Use of Data to Ir ovide Strong Leaders designed School Ca TP: Ongoing Family ool Environment	nform Instruction ship	How will addressing th cause impact the index/indicator/CSF?		Enter text>			
					Inter	ventions by Quart	er				
Districts and 1st Ye		Oct) re required to provide, plished for quarter 1 (Q1).		Q2 (Nov, Dec,	Jan)		Q3 (Feb,	Mar)		Q4 ((April, May, June)
Q1 Goal:			Q2 Goal:			Q3 Goal:				Q4 Goal:	
	Q1 Interventio	ns		Q2 Intervention	ons		Q3 Interve	ntions		Q	4 Interventions
1)			1)			1)				1)	

Responses to these questions	Education Service Center (ESC) Number:	District N	lumber:	District Na	ame:	Campus Numb	er: (Campus Name:	
have been from the Contact- Intervention Information Tab	Region 18	0689		Ector Count		000000047		ctor Middle School	
		N	eeds As	ssessment Summary	and Improve	ment Plan	,		ı
2)		2)			2)			2)	
2)					2)				
3)		3)			3)			3)	
4)		4)			4)			4)	
What data will be co	ellected to monitor interventions in Q1?	What data will b	e collected to	monitor interventions in Q2?	What data will be	collected to monitor in	terventions in Q3?	What data was collec	ted to monitor interventions in Q4?
1)		1)			1)			1)	
2)		2)			2)			2)	
3)		3)			3)			3)	
4)		4)			4)			4)	
				End of Quarter Re	porting				
	Q1 Report campuses are not required to complete the quarter 1 (Q1) report.		Q2 R	teport		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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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 additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter add<="" any="" td=""><td></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" info<="" td=""><td>ormation here></td><td><enter additional="" any="" info<="" td=""><td>ormation here></td></enter></td></enter></td></enter>		What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" info<="" td=""><td>ormation here></td><td><enter additional="" any="" info<="" td=""><td>ormation here></td></enter></td></enter>	ormation here>	<enter additional="" any="" info<="" td=""><td>ormation here></td></enter>	ormation here>
				End of Year Rep	orting				
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>	If you did meet your and to what do you attribute success? If you did not meet your goal, to what do you attlack of success?	your annual	□Data Analysis Process □Data Quality □Appropriate Strategy □Identification of Root Cause □Quarterly Planning Process □Ongoing Monitoring and Inter	☐ Annual G ☐ CSF/ESE ☐ Training ☐ Other) Interventions oals EA Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>	

Responses to these questions	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
have been from the Contact- Intervention Information Tab	Region 18	068901	Ector County ISD	00000047	Ector Middle School
		Needs Assess	ment Summary and Improve	ment Plan	
		<enter text=""></enter>			

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 identifier making the greatest impact in moving the campus to a Met Standard rating?	<pre>stars </pre> <pre><enter text=""></enter></pre>
What plans are in place to sustain these strategies, processes, and/or systems?	<enter text=""></enter>

Responses to these questions have been from the Contact-	Education	Service Center (ESC) Number:	District I		District Na			Campus Name:	
ntervention Information Tab		Region 18		Turnaround I	mplementation		000000047 E	ctor Middle School	
	The turnaround im	nolementation plan will assist campu					the Campus Data Analysis tab, which identifies prob	lem statements related to t	he campus' current Improvement Required rating.
Definition /	the Campus Inter	vention team will:					Met Standard Rating. In year two of implementation		
Purpose:		round initiative and systemic root cau						, g	
	3. Break the turna	around initiative into initiative compon	ents and develop quarterl	y goals that measure the in	mplementation and impact of e	ach of these components.			
	Establish High	Expectations for Student Lea rely planning instruction and de	ning:	I Ce					
Turnaround Initiati ve:	Thinking at h	high cognitive levels various students' learning forr		203					
	4) Assessing s	student progress, and flearning objectives							
Systemic Root Cau se:	The lack of Hig	gh Expectations for all student	s in Tier I instruction r	negatively affects stud	dent learning.				
							ALI + 700/ f - 11 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	ia Al I austinata na CTAA	D 2040 Attract 70% of Ear Dia CDED ELL!!
	PS 1:	Lack of quality planning and instruc	ional delivery of learning	objectives.		Annual Goal 1:	At least 70% of all students will score at Satisfactor score at Satisfactory on STAAR 2018 as a direct r	esult of quality planning and	d instructional delivery of learning objectives.
	PS 2:	Student lack of positive academic a	nd social awareness.			Annual Goal 2:	Ector Middle School students and staff will demons administered at the beginning of the year, middle of discipline referrals for serious offenses.	trate growth as they compl f the year, and end of the y	ete social and academic awareness surveys ear. Ector Middle School will see a 10% decline in
Problem	PS 3:	0				Annual Goal 3:			
Statements (PS):	PS 4:	0				Annual Goal 4:			
Problem statements are carried over from	PS 5:	0				Annual Goal 5:			
Section VI of the Campus Data Analysis tab	PS 6:					Annual Goal 6:	<enter text=""></enter>		
OR Section VI of the District Data	PS 7:					Annual Goal 7:	<enter text=""></enter>		
Analysis Summary tab.	PS 8:					Annual Goal 8:	<enter text=""></enter>		
	PS 9:					Annual Goal 9:	<enter text=""></enter>		
	PS 10:					Annual Goal 10:	<enter text=""></enter>		
		*** Import	ant Notice! Improveme	nt Required (IR) distric	ts/campuses must complete	e the following attestat	ion statement to fulfill TEC §39.106 requirement	ents.***	
Attestatio	on Statement:				s been conducted accordi	ng to TEC §39.106 (I	b) and recommendations were made by the	intervention team wh	en considered appropriate. In addition, the
		I I I I I I I I I I I I I I I I I I I		e upon request.					
Turnaround Initiat		Establish High Expectations for Stu 1) Collaboratively planning instruction 2) Thinking at high cognitive levels	n and delivery in productive	ve PLCs					
rumaround imaa	are compension.	Addressing various students' lear Assessing student progress, and Alignment of learning objectives	ning formats						
					Inter	ventions by Quart	er		
	Q1 (Aug, Sept	i, Oct)		Q2 (Nov, Dec, Jan)			Q3 (Feb, Mar)		Q4 (April, May, June)
	instructional, and	ttend back to school content, district managed curriculum							
Q1 Goal:	professional deve continue into weel times.	elopment opportunities, and will kly content and teaming learning	Q2 Goal:			Q3 Goal:		Q4 Goal:	
	Q1 Interventi	ions		Q2 Interventions			Q3 Interventions		Q4 Interventions
1)	Teachers will atter development	nd back to school professional	1)			1)		1)	
2)	Teachers will colla teaming meetings	aborate weekly in both content and s.	2)			2)		2)	
3)		ow the district managed curriculum nce; weekly agenda/focus	3)			3)		3)	
		accountable for Learning Objectives,							
4)	Language Objecti (DOK)	ives, and Essential Questioning	4)			4)		4)	
What data will be		nitor interventions in Q1? briefs and coaching visits/debriefs	What data will I	be collected to monitor i	interventions in Q2?	What data will be	collected to monitor interventions in Q3?	What data was c	ollected to monitor interventions in Q4?
1)	by administrators, curriculum/instruc	, Dept Heads, and tional coaches will document	1)			1)		1)	
2)	meetings, and add meetings biweekl	e minutes of content and teaming ministrators and coaches will attend ly. (posted in OneNote) Teachers d4ward planning guides by unit.	2)			2)		2)	
3)	(copies in CCF of Classroom Walkti goal setting meeti	ffice.) hrough/debrief evidence, T-TESS ings. (available in	3)			3)		3)	
	Eduphoria/princip Weekly Lesson P	pal's office) Plan check and feedback by Dept S Evaluator ensuring alignment with ged curriculum. (posted in OneNote)	4)			4)		4)	
	uie district manag	gea carriculum. (posted in OneNote)			End of Quarter	Reporting			
	Q1 Report	t		Q2 Report			Q3 Report		Q4 Report
Did you meet this quarter's goal?			Did you meet this quarter's goal?	Select		Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Describe # 1.1			Provide the data or			Provide the data or		Provide the data or	
Provide the data or evidence that supports neeting or making			evidence that supports meeting or making progress			evidence that supports meeting or making progress		evidence that supports meeting or	
rogress toward this juarterly goal.			toward this quarterly goal.			toward this quarterly goal.		making progress toward this quarterly goal.	

Responses to these questions have been from the Contact-	Education Service Center (ESC) Number:	District I		District Na		Campus Number:		mpus Name:	
Intervention Information Tab	Region 18		9901	Ector Coun		000000047	Ecto	or Middle School	
Based on the work in		Based on the work in	Turnaround Implen	nentation	Plan Based on the work in				
this component are you on track to meet your annual goals?	0.11	this component are you on track to meet your annual goals?	Select		this component are you on track to meet your annual goals?	Select	ir	Did you fully mplement this nitiative 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?				
			E	nd of Year R	eporting				
Provide the data that supports your 4th quarter status of this initiative component.				lack of success inform/influence school year in o	ation as to how your suc with this inititative come by your planning for the 2 order for your campus to required timeframe.	ponent will 2017-2018			
Turnaround Initiat	Establish High Expectations for Stu 1) Collaboratively planning instructi 2) Thinking at high cognitive levels 31 Addression various students lea	dent Learning: on and delivery in production	ve PLCs						
		T.		Inter	ventions by Quart	er			
	Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)			Q3 (Feb, Mar)			Q4 (April, May, June)
Q1 Goal:	All teachers will attend back to school professional development addressing positive academic and social awareness with emphasis on how to implement into the classroom.	Q2 Goal:			Q3 Goal:			Q4 Goal:	
	Q1 Interventions		Q2 Interventions			Q3 Interventions			Q4 Interventions
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 postive academic and social awareness strategies such as postive 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)	
What data will be	e collected to monitor interventions in Q1?	What data will	be collected to monitor intervention	ns in Q2?	What data will be	collected to monitor interventions in	n Q3?	What data was o	ollected to monitor interventions in Q4?
1)	Walkthroughs/debriefs and coaching/debriefs by administrators, Dept Heads, and	1)			1)			1)	
	Curriculum/instructional coaches will note Teachers will take minutes of teaming meetings, and administrators and coaches will attend meetings	2)			2)			2)	
31	biweekly. (posted in OneNote) Classroom Walkthrough/debrief evidence and TTESS goal setting meetings will be completed.	3)			3)			3)	
	(available in Eduphoria-Strive/principal's offfice) Agenda/sign in sheets from PBIS/CHAMPS or Lighthouse/7Habits session trainings. (available in	4)			4)		-	4)	
	principal's office)		Fn	d of Quarter	Renorting				
				u or quarter	- Toporting				
	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	D q	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.		e s n	Provide the data or evidence that supports meeting or making progress coward 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?		Dir	Did you fully mplement this nitiative component?	Select
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Provide the data that supports your 4th quarter status of this initiative component.				Provide informa lack of success inform/influence school year in o	ation as to how your suc with this inititative com your planning for the 5 order for your campus to required timeframe.	ponent will 2017-2018			
Turnaround Initiat	ive Component:								
				Inter	ventions by Quart	er			
	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)	

Responses to these questions have been from the Contact-	Education Service Center (ESC) Number:	District i	Number: District N	ame:	Campus Number:	Campus Name:	
Intervention Information Tab	Region 18		8901 Ector Cou		00000047	Ector Middle School	
		1	Turnaround Implementation	Plan			
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be	e 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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2)		2)		2)			
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		Provide the data or evidence that supports meeting or		Provide the data or evidence that supports meeting or		Provide the data or evidence that supports meeting or	
meeting or making progress toward this quarterly goal.		making progress toward this quarterly		making progress toward this quarterly		making progress toward this quarterly	
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Turnaround Initiat	ive Component:						
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Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
	Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions
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2)		2)		2)		2)	
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Responses to these questions	5 Education Service Center (ESC) Number:	District I	Number:	District Ne	ame:	Campus Number:	Campus Name:	1
have been from the Contact- Intervention Information Tab	Region 18	068		Ector Coun		00000047	Ector Middle School	
			Turnaround Implen	nentation				
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				Inter	ventions by Quarte	er		
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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 b	e collected to monitor interventions in Q1?	What data will I	pe collected to monitor intervention	ns 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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	Q1 Report		Q2 Report			Q3 R	eport		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
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	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
have been from the Contact- Intervention Information Tab	Region 18	068901	Ector County ISD	00000047	Ector Middle School
		Turnaround I	mplementation 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=""></enter>
What plans are in place to sustain these strategies, processes, and/or systems?	<enter text=""></enter>

Responses to these questions has	ive been from	Education Service Center (ESC) Number:	District Number:		District Name:			Campus Number:	Campu	ıs Name:			
the Contact-Intervention Inform	mation Tab	Region 18	068901		Ector County IS	SD		000000047	Ector Mic	ddle School			
				Texas	Title I Priority So	chools (TTIPS) Grant/Project Mo	onitoring					
				· ·			Academic Performa						
		Annual Performance	ce Goals and Targets fr	om EOY document		On-Track assessment		Justification- Quantifia	ble Evidence of "O	n-Track" Assessm	ent at mid-year (Spring)	
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Annual Performance Goals,						Select							
2016-2017						Select							
2010-2017						Select							
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Interventions/Strategi	jies	Activities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Period 1 Progress to Date	Interventions/Strategies	Activities to Implement (Spring)	Intervention R	Responsible Party	Required Resources	Evidence of Impact (Spring)	Period 2 Progress to Date
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the Contact-Intervention Information Tab	Region 18	068901									
				Ector County IS	D	000000047	E	ctor Middle School			
			Texas	Title I Priority Sc	hools (TTIPS) Grant/Proje	ect Monitoring					
				Critical Success Fac	ctor 2: Quality Data to Drive I	nstruction					
	Annual Performance	e Goals and Targets fro	om EOY document		On-Track assessment	Justification- G	uantifiable Evidence	of "On-Track" Assessm	nent at mid-year (Spring)	
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Interventions/Strategies Activ	tivities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Period 1 Progress to Date Interventions/Strate	egies Activities to In	nplement Intervention (Spring)	Responsible Party	Required Resources	Evidence of Impact (Spring)	Period 2 Progress to Date
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Responses to these questions he	ave been from	Education Service Center (ESC) Number:	District Number:		District Name:			Campus Number:	Са	ampus Name:			
the Contact-Intervention Info	rmation Tab	Region 18	068901		Ector County IS	SD		000000047	Ecto	r Middle School			
				Texas	Title I Priority So	chools (TTIPS) Gr	ant/Project Mon	itoring					
						Factor 3: Leaders							
		Annual Performance	ce Goals and Targets from	om EOY document		On-Track		Justification- Quantifiab	ole Evidence o	of "On-Track" Assessm	ent at mid-vear (Spring)	1	
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Responses to these questions	mare been ji om	Education Service Center (ESC) Number:	District Number:		District Name		Campus Number:	Campus Name:			
the Contact-Intervention Info	formation Tab	Region 18	068901		Ector County IS	D .	000000047	Ector Middle School			
				Texas	Title I Priority So	hools (TTIPS) Grant/Project I	Monitoring				
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		Annual Performance	ce Goals and Targets fr	om EOY document		On-Track assessment	Justification- Quantifiable	Evidence of "On-Track" Assessr	nent at mid-year (Spring)	
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Responses to these questions		Education Service Center (ESC) Number:	District Number:		District Name	:		Campus Number:	Campus Name:			
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				Texas	Title I Priority So	chools (TTIP	S) Grant/Project Mor	nitoring				
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		Annual Porforman	ce Goals and Targets fr			On-Track	, , ,	Justification- Quantifiable Ev	idongo of "On-Track" Accord	mont at mid-year (Spring	N	
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Annual Performance Goals,						Select						
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the Contact-Intervention Info	ormation Tab	Region 18	068901		Ector County IS	îD .		00000047	Ector Middle	School			
				Texas	Title I Priority So	chools (TTIPS) Gran	nt/Project Mon	itoring					
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		Annual Performance	ce Goals and Targets fr	om EOY document		On-Track assessment		Justification- Quantifiab	ble Evidence of "On-	Track" Assessm	ent at mid-year (Spring		
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Interventions/Strate	gies	Activities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Period 1 Progress to Date Interve	ntions/Strategies	Activities to Implement Ir (Spring)	ntervention Res	ponsible Party	Required Resources	Evidence of Impact (Spring)	Period 2 Progress to Date
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			ctor Middle School	00047 E		SD	Ector County IS		068901	Region 18	ntion Information Tab	the Contact-Interve
				ng	Grant/Project Moni	chools (TTIPS	Title I Priority S	Texas				
					Effective Teachers	Factor 7: Ens	Critical Success					
	i)	nent at mid-year (Spring	of "On-Track" Assessn	ication- Quantifiable Evidence		On-Track assessment		om EOY document	ce Goals and Targets fr	Annual Performan		
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ce of Impact (Spring) Period 2 Progress to Date	Evidence of Impa	Required Resources	Responsible Party	tivities to Implement Intervention (Spring)	Interventions/Strategies	Period 1 Progress to Date	Evidence of Impact (Fall)	Required Resources	Responsible Party	Activities to Implement Intervention (Fall)	ns/Strategies	Interventio
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Responses to these questions have been from	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
the Contact-Intervention Information Tab	Region 18	068901	Ector County ISD	00000047	Ector Middle School

Post-Visit Interventions

Instructions

Upon the conclusion of a performance-based monitoring (PBM) on-site review, a district/charter school will receive a report of on-site findings. The district/charter school will use this on-site report to complete the post-visit interventions (PVI) tab of the targeted improvement plan. This tab has been designed as a resource for a district/charter school to track the progress and completion of the required actions listed in the on-site report and will serve as an anchor for post-visit intervention support.

Required Action	Captured in Workbook	Which Tab/Section of the IP Workbook?	What are your strategies/activities to address this required action?	Timeline for Implementation	Personnel Responsible	Status	Progress Monitoring Data	Additional Comments/ Resources Required
	Select	Select				Select		
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Responses to these questions have been from	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
the Contact-Intervention	Region 18	068901	Ector County ISD	00000047	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.

pecial Program Performance; Intervention Stages.								
Source(s) of Noncompliance								
	□ Sustained complaint alle	egations			Continuing noncompliance issue			
☐ Adverse due process hearing decisions					Noncompliance identified as result of review of documentation by TEA			
	☐ Current focused data an	alysis and/or Compliance Re	eview		Noncompliance identified as a result of non-pub	olic review		
	☐ Noncompliance identifie	Noncompliance identified as a result of on-site visit and/or desk review			Noncompliance identified through submission of State Performance Plan (SPP) data			
Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance Enter the topic and specific legal reference from the CFR, TEC, or			ctive Actions (CAs) steps to correct noncompliance)	Personnel Responsible	Timeline for Implementation	
Select	<enter date="" here.=""></enter>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>			<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>	

Corrective Action Plan								
Source(s) of Noncompliance								
	☐ Sustained complaint allegations ☐ Continuing noncompliance issue							
	☐ Adverse due process he	earing decisions	□ Nonco	impliance identified as result of review of o	documentation by TEA			
	☐ Current focused data an	alysis and/or Compliance Re	view Nonco	mpliance identified as a result of non-pub	lic review			
	☐ Noncompliance identifie	d as a result of on-site visit a	nd/or desk review Nonco	mpliance identified through submission of	f State Performance Plan	(SPP) data		
Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance Enter the topic and specific legal reference from the CFR, TEC, or	Corrective Ad (Processes and steps to		Personnel Responsible	Timeline for Implementation		
Select	<enter date="" here.=""></enter>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>		<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>		
			Source(s) of Noncompliance					
	☐ Sustained complaint alle	egations	☐ Continu	uing noncompliance issue				
	☐ Adverse due process he	earing decisions	□ Nonco	impliance identified as result of review of	documentation by TEA			
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Select	<enter date="" here.=""></enter>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>		<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>		

Corrective Action Plan								
Source(s) of Noncompliance								
	☐ Sustained complaint allegations ☐ Continuing noncompliance issue							
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Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance Enter the topic and specific legal reference from the CFR, TEC, or	Corrective Actions (CAs) (Processes and steps to correct noncompliance)	Personnel Responsible	Timeline for Implementation			
Select	<enter date="" here.=""></enter>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>	<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>			
			Source(s) of Noncompliance					
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Corrective Action Plan							
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			Source(s) of Noncompliance				
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Select	<enter date="" here.=""></enter>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>	<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>		

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Source(s) of Noncompliance								
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Corrective Action Plan								
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Status of Noncompliance	Original Date of Agency Notification	Enter the topic and specific legal reference from the CFR, TEC, or	Corrective Actions (CAs) (Processes and steps to correct noncompliance)	Personnel Responsible	Timeline for Implementation			
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