

# Ector County Independent School District

## Crockett Middle School

### Improvement Plan

**2020-2021**



# Mission Statement

At Crockett we will develop the leaders of tomorrow by:

- - 
  -
- Creating Critical Thinkers  
Problem Solvers  
and Responsible Productive Citizens.

## Vision

"Developing World Class Leaders One Creative Outstanding Leader of Tomorrow."

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Based on the needs discussed in the Needs Assessment the following supplemental programs/services will be offered:

TRAC Program: Student Pregnancy Services

Odyssey Ware: Credit Recovery

Summer Remediation for STAAR/EOC recovery:

Targeted grades

At Risk Tutoring

Literacy Initiatives/ Abydos

Communities in Schools

Core Teacher Professional Development for at risk strategies

Bilingual ESL Literacy: sub ob 89

Bilingual ESL Literacy: sub ob 89

Reading Dyslexia Interventionist

Community Outreach Services

Drop Out Prevention Counselors (SAS counselors)

Campus Curriculum Facilitators

Parent Involvement Activities

Homeless Specialist & homeless services for non-title one campuses

Supplemental Instructional Support Activities as identified in planning

Professional Development for Administration

Parent Involvement Activities

Professional Development for Administration

Supplemental Guidance Counselor

Extended Year Services

Special Education Additives/Stipends

AVID Tutors

ESL Coordinator



# Demographics

## Demographics Summary

### Historical Data Student & Teacher Information

**Table 1 Enrollment**

Year	6th -8th		
2021	1081		
2020	1128		
2019	1199		
2018	1218		
2017	1180		
2016			
2015			
2014			

**Table 2 Ethnic Distribution**

Year	White	Hispanic	Black	Asian	AA	Islander	2 or More	At Risk	EcoDis	LEP
2020	151	952	16	4	4	1	14	869	712	287
2019	137	1023	23	3	1	1	11	855	719	283
2018	164	1011	25	2	5	2	9	889	709	218
2017	152	1006	15	0	2	1	4	915	744	206
2016	173	967	21	2	4	0	10	891	711	181
2015										
2014										

**Table 3 Special Programs**

Year	Special Ed	State	ELL	State	At-Risk	State	GT	State	CTE	State
2020	127		287		833		136		126	
2019	122		283		885		147		134	
2018	109		218		889		142		133	
2017	103		206		915		123		138	
2016	111		181		891		99		119	
2015										
2014										

Special education student enrollment has increased but continues to be below the state average. Our English Learner identified student population has increased while the number of identified at-risk students has decreased.

**Table 4 Attendance Rates**

Year	State	District	Campus	H	W	AA	EcoDis	Special Ed	ELL
2020			95.7	95.7	95.6	93.9	95.4	94.8	96.1
2019			94	93.3	92.3	92.1	93.4	92	94.2
2018			93.7						
2017	95.7	94.6	95	95.3	93.3	95.4	94.7	94.4	96.2
2016	95.8	94.7	95.2	95.4	94	95.4	94.8	94.2	96.5
2015									
2014									
2013									

Attendance rate is below the state level in all areas. English Learner students attend at the highest rate; while Special Education students' attendance is the lowest.



### Number of Employees

Year	Employees	
2020		
2019	134	
2018	134	
2017	106	
2016	100	

Employee numbers are decreasing, while the number of students is increasing. This is due to unfilled vacancies.

**Table 10 Teachers by Years of Experience**

Year	Beginning	1 – 5 Years	6 – 10 Years	11 – 20 Years	Over 20 Years
2019	12.8	29.1	8.0	11.0	13.0
2018	7.6	30.5	9.9	13.8	13.0
2017	8.1	31.5	8.2	15.5	14.2
2016	13.2	24.2	8.0	16.1	15.3
2014					

Half of the teaching staff has 5 years or less of teaching experience. Teachers with between 1-5 & 6-10 year of teaching experience has a significant decrease.

### **Demographics Strengths**

Eco dis allowed us to be a Title one campus which in turn gave us some monetary benefits.

The diversity of our student enrollment is an asset to our campus culture.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The problem is an increase in student enrollment and a shortage of highly qualified teachers. **Root Cause:** The root cause is the increased student enrollment due to the booming economy and highly qualified staff leaving education to work in the private sector.

# Student Achievement

## Student Achievement Summary

Domain 1

2019	2018			2020		
	Approaches	Meets	Masters	approaches	Meets	Masters
Math	69%	33%	10%	63%	27%	9%
Reading	51%	22%	9%	50%	19%	8%
Writing	39%	14%	4%	44%	22%	6%
Science	61%	26%	8%	66%	36%	13%
Social Studies	38%	9%	3%	28%	5%	2%

Algebra- 100% approaches, 97% Meets and 69% Masters

Growth in Math overall Continues and writing was showing growth. Social studies was also showing growth as we still had time to continue learning

## Student Achievement Strengths

Math over all showed growth from previous year.

Overall math was 69%.

Algebra had 100% at approaches, 87% Meets and 69% Masters.

Special Education showed growth and met the indicator of closing the gap.

Reading showed a slight growth from previous year overall.

Looking at our spring data we were making gains in math, writing and social studies. We still needed to continue the growth in reading, but was showing gains individually.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause:** The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

**Problem Statement 2 (Prioritized):** The problem is 6th-8th grade Math STAAR scores are below state average. **Root Cause:** The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

**Problem Statement 3 (Prioritized):** The problem is ELAR and Math STAAR scores are below the state average. **Root Cause:** The root cause is that 45 minute class periods was not enough time to implement guided comprehension and guided math.

**Problem Statement 4 (Prioritized):** The problem is that our sped population usually score lower than state average **Root Cause:** The root cause is that students do not received enough individualized instruction to meet their needs

**Problem Statement 5 (Prioritized):** The problem is that 8th Reading scores did not show significant growth **Root Cause:** Teachers did not plan with fidelity using district provided resources

**Problem Statement 6 (Prioritized):** The problem is that 8th grade science scores did not show significant growth **Root Cause:** Resources are not utilized by all teachers

**Problem Statement 7 (Prioritized):** The problem is 6th -8th STAAR scores are below state average **Root Cause:** The root cause is that some students need more individualized learning in small group setting

# School Culture and Climate

## School Culture and Climate Summary

Crockett MS staff members share a belief in the vision, mission, and values the campus has established. Teachers and the Administrative team work together to support all students. New staff members are expected to create a climate that is positive with a focus on student success.

A team was part of Relay training this last summer and were able to take some of the learning and implement some protocols that has helped our culture in our school. We implemented transitions, hallway expectations, cafeteria expectations, morning arrival and dismissal. We began the first 5 minute protocol.

We also started coaching teachers using the Relay scriptst.

In 2020-21 APs are getting trained on Relay to help with the implementation of Relay protocols

## School Culture and Climate Strengths

The strengths of Crockett MS are:

1. School-wide routines and procedures are taught and expected.
2. AVID strategies are used school-wide. AVID team is involved with the campus and community.
3. The campus teachers and students hold each other accountable for school expectations.
4. Teacher coaching using Relay scripts was used and implemented.
5. Daily PLC were implemented for ELAR and Math in all grades.
6. Fine Arts department collaborates and contributes for a positive school culture by performing at different events including the community

## **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** The problem is an existing gap between School and Parents with regards to parent involvement. **Root Cause:** The root cause is lack of parent training on parent involvement opportunities, ineffective parent communication, and inadequate training on how to access parent portal.

**Problem Statement 2 (Prioritized):** The problem that some are unprepared for situations that arise throughout the year **Root Cause:** The cause is that some staff view some of these training as a "check " that they have completed them

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Crockett works with the HR department to recruit highly qualified teachers. Teacher salary is compatible if not higher than other districts. We communicate with alternative certification programs to help us recruit.

ECISD is part of Odessa Pathway to recruit and train future teachers. District teachers are mentors to the new candidates during the "student teaching". Then we can interview and hire.

## Staff Quality, Recruitment, and Retention Strengths

Crockett MS works with different department to help and train our new teachers. Our veteran teachers are a great resource to our new teachers.

The Instructional Specialist are an integral part of helping our teachers adjustment to teaching.

Administrators contact teacher programs to recruit for our open positions.

New teachers are welcome and made to feel as part of the Crockett Family.

We implemented Relay Protocols to help and coach new or teachers needing more support as well as setting a positive climate using Relay protocols.

This year (2020-2021) we will be implementing Opportunity Culture in 6th Reading.

Teachers work collaborately

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** The problem is inadequate recruitment and retention of high qualified teachers **Root Cause:** The root causes are limited number of teachers available for hire, and limited number of highly qualified teachers.

**Problem Statement 2 (Prioritized):** The problem is the lack of quality instruction resulting in low student performance **Root Cause:** The root cause is that teachers have not had the opportunity for day to day coaching/training



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Crockett MS implements various curriculum programs designated by the district. The campus also uses the PLC process to analyze data, plan for instruction, and implement school wide processes.

## Curriculum, Instruction, and Assessment Strengths

A strength for Crockett MS is the utilization of two Instructional Specialists.

The staff collaborates during PLCs and communicates through department chairs.

Daily PLC for ELAR and Math in every grade.

Guided Comprehension was implemented and teachers trained

Relay Protocols - coaching teachers

Opportunity Culture in 6th grade ELAR

AVID Excel was implemented in 6th and 7th and moving to 8th grade for our ELs

Block schedule for 6th and 7th ELAR and 6th Math

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** The problem is no scheduled PLCs time to plan with fidelity. **Root Cause:** Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

**Problem Statement 2 (Prioritized):** The problem is teachers not receiving adequate PD training regarding diverse learners **Root Cause:** The problem training are off contract or during the year, but no subs are available

**Problem Statement 3 (Prioritized):** The problem is that students are not engaged in rigorous lesson and do not show growth **Root Cause:** The root cause

is that not all teachers plan rigorous lessons or do not know how to plan using the district overviews

**Problem Statement 4 (Prioritized):** The problem is the lack of daily PLC to plan with fidelity **Root Cause:** Master schedule will not allow for science teachers to have daily PLC

**Problem Statement 5 (Prioritized):** The problem is that ELAR teachers are not integrating science lesson with fidelity during the non fiction unit **Root Cause:** The root cause is that both science and ELAR teachers are not consistently working together to integrate curriculum

**Problem Statement 6 (Prioritized):** The problem is that re teach is not effective after disaggregating data **Root Cause:** The root cause is that data is not utilized effectively to drive instruction

# Parent and Community Engagement

## Parent and Community Engagement Summary

Crockett MS encourages family involvement by informing parents through parent portal, our website, Facebook, Twitter, Parent Link, family nights, Fine arts presentations, teacher communication, student orientation.

## Parent and Community Engagement Strengths

Crockett MS is a Title One campus and some of the benefits is the money that is received which allows us to purchase things that benefit the students. Money is also used for family engagement activities.

AVID does a great job of involving our students in community activities.

Fine arts performance is a great way to involve parents including their boosters.

We have different family nights throughout the year with great participation

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** The problem consists of ineffective parent and community engagement. **Root Cause:** The root cause is lack of planning high quality parent involvement activities and not making parent involvement a priority.

# School Context and Organization

## School Context and Organization Summary

Crockett MS is organized with a principal and three assistant principal, department chairs for each core and one for electives, one Instructional Specialist, and one 6th grade ELAR MCL plus a TRT that will support and provide coaching to the ELAR teachers. We also have an ESL facilitator that focuses on our ELs. The decision making process consists of the department chairs and leadership team meeting with teachers and gathering input regarding instruction, needs, and concerns. The input collected is reviewed and discuss with the leadership team in order to provide the support needed.

## School Context and Organization Strengths

One 6th grade ELAR MCL and TRT that will support the ELAR teachers in 6th grade.

Department chairs are a great asset to the school.

Relay and Opportunity Culture

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

# Technology

## Technology Summary

Crockett now has a one to one device chrome (almost) for each student. Parents have been given an opportunity to get a Chrome for their student multiple times and days.

This year the district has purchased more chromes which will allows us to be a one to one campus. Teachers can share their lesson and upload them into Google classroom.

We also purchase cameras for each teacher to facilitate the virtual world. The district purchased Juno speakers/microphones for all core teachers.

## Technology Strengths

We will be coming a one to one campus with each student has chrome

All teachers utilized and are familiar with Google classroom which will be the platform to teach on line.

Technology specialist is a great help regarding PD and technology.

Cameras and microphones for all teachers that will enable them to grow and learn to use for the virtual learning.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** The problem is lack of wifi availability in portable buildings. **Root Cause:** Root cause is portable buildings not having wifi capability..

**Problem Statement 2 (Prioritized):** Problem is not all students have access to technology on a daily basis. **Root Cause:** Root cause is the limited number of devices compared to number of students.

**Problem Statement 3 (Prioritized):** The problem is that lesson delivery are basic and not adequate for remote learning **Root Cause:** The root cause is that not all teachers are at different levels reagarding all the learning/teaching platforms.

# Priority Problem Statements

**Problem Statement 1:** The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade.

**Root Cause 1:** The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** The problem is 6th-8th grade Math STAAR scores are below state average. .

**Root Cause 2:** The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** The problem is an existing gap between School and Parents with regards to parent involvement.

**Root Cause 3:** The root cause is lack of parent training on parent involvement opportunities, ineffective parent communication, and inadequate training on how to access parent portal.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** The problem is inadequate recruitment and retention of high qualified teachers

**Root Cause 4:** The root causes are limited number of teachers available for hire, and limited number of highly qualified teachers.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** The problem is no scheduled PLCs time to plan with fidelity.

**Root Cause 5:** Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** The problem consists of ineffective parent and community engagement.

**Root Cause 6:** The root cause is lack of planning high quality parent involvement activities and not making parent involvement a priority.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** The problem is inefficient organizational routines and structures

**Root Cause 7:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

**Problem Statement 7 Areas:** School Context and Organization

**Problem Statement 8:** The problem is lack of wifi availability in portable buildings.

**Root Cause 8:** Root cause is portable buildings not having wifi capability..

**Problem Statement 8 Areas:** Technology

**Problem Statement 9:** Problem is not all students have access to technology on a daily basis.

**Root Cause 9:** Root cause is the limited number of devices compared to number of students.

**Problem Statement 9 Areas:** Technology

**Problem Statement 10:** The problem is ELAR and Math STAAR scores are below the state average.

**Root Cause 10:** The root cause is that 45 minute class periods was not enough time to implement guided comprehension and guided math.

**Problem Statement 10 Areas:** Student Achievement

**Problem Statement 11:** The problem is teachers not receiving adequate PD training regarding diverse learners

**Root Cause 11:** The problem training are off contract or during the year, but no subs are available

**Problem Statement 11 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 12:** The problem is that lesson delivery are basic and not adequate for remote learning

**Root Cause 12:** The root cause is that not all teachers are at different levels regarding all the learning/teaching platforms.

**Problem Statement 12 Areas:** Technology

**Problem Statement 13:** The problem is that students are not engaged in rigorous lesson and do not show growth

**Root Cause 13:** The root cause is that not all teachers plan rigorous lessons or do not know how to plan using the district overviews

**Problem Statement 13 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 14:** The problem that some are unprepared for situations that arise throughout the year

**Root Cause 14:** The cause is that some staff view some of these training as a "check " that they have completed them

**Problem Statement 14 Areas:** School Culture and Climate

**Problem Statement 15:** The problem is the lack of quality instruction resulting in low student performance

**Root Cause 15:** The root cause is that teachers have not had the opportunity for day to day coaching/training

**Problem Statement 15 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 16:** The problem is that our sped population usually score lower than state average

**Root Cause 16:** The root cause is that students do not received enough individualized instruction to meet their needs

**Problem Statement 16 Areas:** Student Achievement



**Problem Statement 17:** The problem is that 8th Reading scores did not show significant growth

**Root Cause 17:** Teachers did not plan with fidelity using district provided resources

**Problem Statement 17 Areas:** Student Achievement

**Problem Statement 18:** The problem is the lack of daily PLC to plan with fidelity

**Root Cause 18:** Master schedule will not allow for science teachers to have daily PLC

**Problem Statement 18 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 19:** The problem is that ELAR teachers are not integrating science lesson with fidelity during the non fiction unit

**Root Cause 19:** The root cause is that both science and ELAR teachers are not consistently working together to integrate curriculum

**Problem Statement 19 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 20:** The problem is that 8th grade science scores did not show significant growth

**Root Cause 20:** Resources are not utilized by all teachers

**Problem Statement 20 Areas:** Student Achievement

**Problem Statement 21:** The problem is 6th -8th STAAR scores are below state average

**Root Cause 21:** The root cause is that some students need more individualized learning in small group setting

**Problem Statement 21 Areas:** Student Achievement

**Problem Statement 22:** The problem is that re teach is not effective after disaggregating data

**Root Cause 22:** The root cause is that data is not utilized effectively to drive instruction

**Problem Statement 22 Areas:** Curriculum, Instruction, and Assessment



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- School safety data

### **Employee Data**

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

# Goals

**Goal 1:** Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

**Performance Objective 1:** Crockett MS will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.


<b>Strategy 1:</b> Daily PLC will implemented in 6th -8th grade ELAR and Math	
<b>Strategy's Expected Result/Impact:</b> Alignment with planning which will in turn increase student performance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, IS, and MCLs, TRT, PLC leads	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>
<b>Strategy 2:</b> Implement and monitor Relay Protocols/strategies to ensure fidelity, efficiency and progress (teachers & students)	
<b>Strategy's Expected Result/Impact:</b> Routines and procedures implemented will Improve student and teacher productivity and efficiency	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team and Relay team, IS, MCL, teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	<b>Summative</b>
	<b>May</b>

**Strategy 3:** Develop a Master Schedule that incorporates PLCs daily times for math and reading. Block schedule for ELAR and Math for 6th and ELAR for 7th and 8th grade

<b>Strategy's Expected Result/Impact:</b> Maximizing instructional and planning time to increase student performance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Admin team, MCL and IS	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> Student Achievement 3	<b>May</b>
<b>Funding Sources:</b> None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Student Achievement

**Problem Statement 3:** The problem is ELAR and Math STAAR scores are below the state average. **Root Cause:** The root cause is that 45 minute class periods was not enough time to implement guided comprehension and guided math.





### Curriculum, Instruction, and Assessment

**Problem Statement 1:** The problem is no scheduled PLCs time to plan with fidelity. **Root Cause:** Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.





### School Context and Organization

**Problem Statement 1:** The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

**Performance Objective 2:** Crockett MS will provide differentiated processes for priority classrooms/student.





<b>Strategy 1:</b> Plan and implement effective transitions for 5th to maintain academic learning and support the social and emotional learning of students.		<b>Formative</b>
<b>Strategy's Expected Result/Impact:</b> Students will have a smooth transition form one grade level to the next.		<b>Oct</b>
<b>Staff Responsible for Monitoring:</b> Admin team, counselors, department chairs, teachers		<b>Jan</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b>	<b>Mar</b>
<b>TEA Priorities:</b> Improve low-performing schools	School Context and Organization 1	<b>Summative</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	<b>Funding Sources:</b>	
	None	<b>May</b>
<b>Strategy 2:</b> Provide students with instruction that is relevant and appropriate for diverse learners		
<b>Strategy's Expected Result/Impact:</b> Improve student growth		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Admin, MCL, IS, teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b>	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	Curriculum, Instruction, and Assessment 1, 2	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Funding Sources:</b>	<b>Summative</b>
	None	
 No Progress  Accomplished  Continue/Modify  Discontinue		
<b>Curriculum, Instruction, and Assessment</b>		
<b>Problem Statement 1:</b> The problem is no scheduled PLCs time to plan with fidelity. <b>Root Cause:</b> Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.		
<b>Problem Statement 2:</b> The problem is teachers not receiving adequate PD training regarding diverse learners <b>Root Cause:</b> The problem training are off contract or during the year, but no subs are available		
<b>School Context and Organization</b>		
<b>Problem Statement 1:</b> The problem is inefficient organizational routines and structures <b>Root Cause:</b> Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.		

**Performance Objective 3:** Crockett MS will embed technology for anytime, anywhere teaching and learning.

<b>Strategy 1:</b> Provide teachers with the necessary tools and training to promote the use of daily technology embedded lessons, both virtual and face-to-face	
<b>Strategy's Expected Result/Impact:</b> Every teacher and every student would be adequately prepared to participate in technology-based lesson <b>Staff Responsible for Monitoring:</b> Admin, IS, Department chairs, MCL, teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Improve low-performing schools <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	<b>Problem Statements:</b> Technology 1, 2, 3 <b>Funding Sources:</b> None
	<b>Formative</b>
	<b>Oct</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	
<b>Technology</b>	
<b>Problem Statement 1:</b> The problem is lack of wifi availability in portable buildings. <b>Root Cause:</b> Root cause is portable buildings not having wifi capability..	
<b>Problem Statement 2:</b> Problem is not all students have access to technology on a daily basis. <b>Root Cause:</b> Root cause is the limited number of devices compared to number of students.	
<b>Problem Statement 3:</b> The problem is that lesson delivery are basic and not adequate for remote learning <b>Root Cause:</b> The root cause is that not all teachers are at different levels reagarding all the learning/teaching platforms.	



**Performance Objective 4:** Crockett MS will provide a rigorous, relevant and engaging curriculum

<b>Strategy 1:</b> Teachers will create rigorous lesson plans using lesson unit overviews and initial MAP data to determine student growth plans	
<b>Strategy's Expected Result/Impact:</b> The result is to increase student engagement through comprehensive lesson plans, MAP growth	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, MCL, TRT, IS, teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 3	<b>May</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Teachers will train and implement Laying the Foundation curriculum for Honor/GT Students	
<b>Strategy's Expected Result/Impact:</b> Increase masters performance across all subject areas in STAAR 2021	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, Honors/GT teachers, MCL, IS	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2	<b>May</b>
<b>Funding Sources:</b> None	
<b>Targeted Support Strategy</b>	
 No Progress  Accomplished  Continue/Modify  Discontinue	
<b>Curriculum, Instruction, and Assessment</b>	
<b>Problem Statement 1:</b> The problem is no scheduled PLCs time to plan with fidelity. <b>Root Cause:</b> Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.	
<b>Problem Statement 2:</b> The problem is teachers not receiving adequate PD training regarding diverse learners <b>Root Cause:</b> The problem training are off contract or during the year, but no subs are available	
<b>Problem Statement 3:</b> The problem is that students are not engaged in rigorous lesson and do not show growth <b>Root Cause:</b> The root cause is that not all teachers plan rigorous lessons or do not know how to plan using the district overviews	

**Performance Objective 5:** Crockett Ms will provide and safe and supportive school environment

<b>Strategy 1:</b> Teacher will complete annual Safe School training, (including new training throughout the year ie COVID 19 )will attend Ethics, and sexual harassment and receive Trauma informational training.	
<b>Strategy's Expected Result/Impact:</b> Students and teachers will have a safe environment that is conducive to learning.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, Department chairs	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>
<b>Strategy 2:</b> Teachers will utilize CHAMPS in classrooms and throughout the building.	
<b>Strategy's Expected Result/Impact:</b> Students will have a safe environment that is conducive to learning.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, IS, Department Chair, IS, teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>
<b>Strategy 3:</b> Administrators will provide coaching using the Relay coaching model to improve school wide routines and procedures	
<b>Strategy's Expected Result/Impact:</b> Improve student safety and student performance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, teachers, instructional specialist, MCL	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>



No Progress



Accomplished



Continue/Modify



Discontinue

### School Culture and Climate

**Problem Statement 2:** The problem that some are unprepared for situations that arise throughout the year **Root Cause:** The cause is that some staff view some of these training as a "check " that they have completed them

### School Context and Organization

**Problem Statement 1:** The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

**Performance Objective 6:** Annual student attendance will increase from 93.9 to 94.4

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Weekly attendance and drop out dashboard from Scott Randolph (COC/SAS)

**Summative Evaluation:** None

<b>Strategy 1:</b> Crockett Will monitor student attendance through the attendance clerks and make contact with parents of students with attendance problems	
<b>Strategy's Expected Result/Impact:</b> Increase awareness by parent of attendance issues and improved attendance rates for students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, attendance clerks, parents	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>
<b>Strategy 2:</b> Crockett will celebrate perfect attendance every 6 weeks.	
<b>Strategy's Expected Result/Impact:</b> Improve attendance of students to at least 94.4%	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Attendance clerks, APs, Principal.	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>

**Strategy 3:** Community in Schools representative will help monitor attendance for their case loads

<b>Strategy's Expected Result/Impact:</b> Improve student attendance	<b>Formative</b>  <b>Oct</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> CIS representatives/attendance clerk	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	
<b>TEA Priorities:</b> Improve low-performing schools	
<b>ESF Levers:</b> Lever 3: Positive School Culture	
<b>Targeted Support Strategy</b>	
<b>Problem Statements:</b> School Context and Organization 1	
<b>Funding Sources:</b> None	

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Parent and Community Engagement**

**Problem Statement 1:** The problem consists of ineffective parent and community engagement. **Root Cause:** The root cause is lack of planning high quality parent involvement activities and not making parent involvement a priority.

**School Context and Organization**

**Problem Statement 1:** The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

**Goal 2:** Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

**Performance Objective 1:** In 2020-21, Crockett MS will offer a job-embedded, personalized professional learning system for teachers and administrators.

**Evaluation Data Sources:** Employee Performance Evaluations  
 Staff Retention Rates  
 Eduphoria STRIVE

**Summative Evaluation:** None

**Strategy 1:** Campus administrators will conduct a minimum of 5 documented walk throughs and or observations/feedback meetings per week

<b>Strategy's Expected Result/Impact:</b> Improve instruction in the classrooms which in turn will positively impact student results	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>
<b>Problem Statements:</b> School Context and Organization 1	
<b>Funding Sources:</b> None	

**Strategy 2:** Crockett MS will utilize Opportunity Culture to extend the reach of excellent teachers and their teams during the year

<b>Strategy's Expected Result/Impact:</b> Improve instruction in the classrooms which in turn will positively impact student results Build capacity in teachers	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, MCL, TRT, IS	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2	
<b>Funding Sources:</b> None	



No Progress



Accomplished



Continue/Modify



Discontinue

### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** The problem is inadequate recruitment and retention of high qualified teachers **Root Cause:** The root causes are limited number of teachers available for hire, and limited number of highly qualified teachers.

**Problem Statement 2:** The problem is the lack of quality instruction resulting in low student performance **Root Cause:** The root cause is that teachers have not had the opportunity for day to day coaching/training





### School Context and Organization

**Problem Statement 1:** The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

**Performance Objective 2:** The campus teacher retention will increase from 81.3%(17-18) % to 84%(18-19) % in 2020 to 90% 2021

**Evaluation Data Sources:** TAPR Report

**Summative Evaluation:** None

<b>Strategy 1:</b> Relay will be used to coach, support, and grow teachers in the classrooms.	
<b>Strategy's Expected Result/Impact:</b> Retain and grow highly effective teachers in the classroom which in turn will result in student success	<b>Formative</b> <b>Oct</b>
<b>Staff Responsible for Monitoring:</b> Administration team, Relay team, MCL, IS, TRT	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b> <b>Mar</b>
<b>TEA Priorities:</b> Improve low-performing schools	
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	<b>Summative</b> <b>May</b>
<b>Targeted Support Strategy</b>	
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2 School Context and Organization 1	
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Crockett MS will implement Opportunity Culture to support teachers	
<b>Strategy's Expected Result/Impact:</b> Retain and grow highly effective teachers in the classroom which in turn will result in student growth	<b>Formative</b> <b>Oct</b>
<b>Staff Responsible for Monitoring:</b> Administration team, IS, MCL, TRT	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b> <b>Mar</b>
<b>TEA Priorities:</b> Improve low-performing schools	
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	<b>Summative</b> <b>May</b>
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2	
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
<b>Staff Quality, Recruitment, and Retention</b>	
<b>Problem Statement 1:</b> The problem is inadequate recruitment and retention of high qualified teachers <b>Root Cause:</b> The root causes are limited number of teachers available for hire, and limited number of highly qualified teachers.	
<b>Problem Statement 2:</b> The problem is the lack of quality instruction resulting in low student performance <b>Root Cause:</b> The root cause is that teachers have not had the opportunity for day to day coaching/training	



## School Context and Organization

**Problem Statement 1:** The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

**Goal 3:** Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

**Performance Objective 1:** Crockett MS will implement innovative instructional models which enable personalized learning for all students.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** None

**Summative Evaluation:** None


<b>Strategy 1:</b> Crockett will utilize K-12 Summit to increase language acquisition in our ELs	
<b>Strategy's Expected Result/Impact:</b> Increase scores in TELPAS and/or exit the ESL program	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, teachers, ESL facilitator/aides	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>
<b>Strategy 2:</b> Crockett will use Imagine Math/Reading to scaffold individual student learning	
<b>Strategy's Expected Result/Impact:</b> Close that gap in reading and math	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, teachers, IS	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>

**Strategy 3:** Crockett will use Brain Child to scaffold the learning in our special education population

<b>Strategy's Expected Result/Impact:</b> Close the gap in math and reading in our special education students	<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>May</b>	
<b>Staff Responsible for Monitoring:</b> Administration team, special ed teachers, teachers		
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>ESF Levers:</b> None		<b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> None

**Strategy 4:** Crockett will use the Laying the Foundation curriculum for our Honors/GT students

<b>Strategy's Expected Result/Impact:</b> Differentiate instruction to ensure the students meets, masters, or maintain the grade level expectations.	<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>May</b>	
<b>Staff Responsible for Monitoring:</b> Administration team, GT department, teachers, IS		
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Targeted Support Strategy</b>		<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2, 3 <b>Funding Sources:</b> None

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Student Achievement**

**Problem Statement 1:** The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause:** The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

**Problem Statement 2:** The problem is 6th-8th grade Math STAAR scores are below state average. **Root Cause:** The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

**Problem Statement 3:** The problem is ELAR and Math STAAR scores are below the state average. **Root Cause:** The root cause is that 45 minute class periods was not enough time to implement guided comprehension and guided math.

**Problem Statement 4:** The problem is that our sped population usually score lower than state average **Root Cause:** The root cause is that students do not received enough individualized instruction to meet their needs

**Curriculum, Instruction, and Assessment**

**Problem Statement 2:** The problem is teachers not receiving adequate PD training regarding diverse learners **Root Cause:** The problem training are off contract or during the year, but no subs are available

**Problem Statement 3:** The problem is that students are not engaged in rigorous lesson and do not show growth **Root Cause:** The root cause is that not all teachers plan rigorous lessons or do not know how to plan using the district overviews

**Performance Objective 2:** 6th grade reading "meets" percentage will increase from 15 % 2019 to 20 % as measured by 2021 STAAR

<b>Strategy 1:</b> Continue the work of the Balance Literacy Framework		
<b>Strategy's Expected Result/Impact:</b> Increase the "meets" percentage in Reading in the STAAR test		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, teachers, IS, MCL, TRT		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b>	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Student Achievement 3	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Curriculum, Instruction, and Assessment 1	<b>Summative</b>
	School Context and Organization 1	<b>May</b>
	<b>Funding Sources:</b>	
	None	
<b>Strategy 2:</b> Crockett will continue the Block schedule in 6th grade ELAR allowing for more time in the classroom		
<b>Strategy's Expected Result/Impact:</b> Growth in Reading and for the percentage of Meets in STAAR to go up.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, teachers, IS, MCL, TRT		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b>	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Student Achievement 1	<b>Mar</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Curriculum, Instruction, and Assessment 1	<b>Summative</b>
	<b>Funding Sources:</b>	<b>May</b>
	None	
<b>Targeted Support Strategy</b>		

**Strategy 3:** Crockett will implement Opportunity Culture in 6th grade Reading

<p><b>Strategy's Expected Result/Impact:</b> Opportunity Culture will help build teacher capacity which in turn will show student growth/progress</p> <p><b>Staff Responsible for Monitoring:</b> Administration team, MCL, TRT,</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>
	<b>Oct</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>

**Problem Statements:**  
 Student Achievement 1  
 Curriculum, Instruction, and Assessment 1

**Funding Sources:**  
 None

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Student Achievement**

**Problem Statement 1:** The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause:** The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

**Problem Statement 3:** The problem is ELAR and Math STAAR scores are below the state average. **Root Cause:** The root cause is that 45 minute class periods was not enough time to implement guided comprehension and guided math.

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** The problem is no scheduled PLCs time to plan with fidelity. **Root Cause:** Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

**School Context and Organization**

**Problem Statement 1:** The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

**Performance Objective 3:** 6th grade math "meets" percentage will increase from 25 % 2019 to 30 % as measured by 2021 STAAR

<b>Strategy 1:</b> Crockett will continue to implement Guided Math in the 6th grade classrooms		
<b>Strategy's Expected Result/Impact:</b> Increase the Meets percentage in the STAAR test		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, IS, teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b>	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Student Achievement 2, 3 Curriculum, Instruction, and Assessment 1	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Funding Sources:</b>	<b>Summative</b>
<b>Targeted Support Strategy</b>	None	<b>May</b>
<b>Strategy 2:</b> Crockett will continue the Block schedule in 6th grade Math given the students more time in the classroom		
<b>Strategy's Expected Result/Impact:</b> Increase the Meets percentage in Math STAAR		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, IS, teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b>	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Student Achievement 3 Curriculum, Instruction, and Assessment 1	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Funding Sources:</b>	<b>Summative</b>
<b>Targeted Support Strategy</b>	None	<b>May</b>

**Strategy 3:** Math teacher will have a daily PLC to disaggregate data, plan and discuss next steps.

<b>Strategy's Expected Result/Impact:</b> Target needed skills to increase student performance	<b>Formative</b>  <b>Oct</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Administration team, IS, teachers	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 3	
<b>Funding Sources:</b> None	
<b>Targeted Support Strategy</b>	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Student Achievement**

**Problem Statement 2:** The problem is 6th-8th grade Math STAAR scores are below state average. **Root Cause:** The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

**Problem Statement 3:** The problem is ELAR and Math STAAR scores are below the state average. **Root Cause:** The root cause is that 45 minute class periods was not enough time to implement guided comprehension and guided math.





**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** The problem is no scheduled PLCs time to plan with fidelity. **Root Cause:** Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.





**Problem Statement 3:** The problem is that students are not engaged in rigorous lesson and do not show growth **Root Cause:** The root cause is that not all teachers plan rigorous lessons or do not know how to plan using the district overviews



**Performance Objective 4:** 8th grade reading "meets" percentage will increase from 26 % 2019 to 41 % as measured by 2021 STAAR

<b>Strategy 1:</b> 8th Grade Reading will have a daily PLC to disaggregate data, plan and the next steps	
<b>Strategy's Expected Result/Impact:</b> Target needed skills to improve student performance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, IS, teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	
<b>Student Achievement</b>	
<b>Problem Statement 5:</b> The problem is that 8th Reading scores did not show significant growth <b>Root Cause:</b> Teachers did not plan with fidelity using district provided resources	

**Performance Objective 5:** 8th grade Math "meets" percentage will increase from 37 % 2019 to 42 % as measured by 2021 STAAR

<b>Strategy 1:</b> Crockett will have daily PLCs in 8th grade math to plan, disaggregate data, and plan next steps	
<b>Strategy's Expected Result/Impact:</b> Increase student performance in math and grow in the Meets STAAR	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, IS, teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	
<b>Curriculum, Instruction, and Assessment</b>	
<b>Problem Statement 3:</b> The problem is that students are not engaged in rigorous lesson and do not show growth <b>Root Cause:</b> The root cause is that not all teachers plan rigorous lessons or do not know how to plan using the district overviews	

**Performance Objective 6:** 8th grade science "meets" percentage will increase from 26% 2019 to 31 % as measured by 2021 STAAR

<b>Strategy 1:</b> Crockett teachers will utilized data to plan targeted lessons	
<b>Strategy's Expected Result/Impact:</b> Students scores in science will increase in STAAR	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, teacher, IS	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>
<b>Strategy 2:</b> Crockett will integrate science into ELAR during their non fiction units	
<b>Strategy's Expected Result/Impact:</b> Support Science curriculum through ELAR to increase student knowledge and Science STAAR Scores	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, IS, teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>

**Strategy 3:** Crockett will use Think Up as resource to support instruction

<b>Strategy's Expected Result/Impact:</b> Student growth and enrichment to scaffold the learning and increase STAAR scores	<b>Formative</b>  <b>Oct</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Administration, IS, teachers	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> Lever 5: Effective Instruction	
<b>Targeted Support Strategy</b>	
<b>Problem Statements:</b> Student Achievement 6	
<b>Funding Sources:</b> None	

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Student Achievement**

**Problem Statement 6:** The problem is that 8th grade science scores did not show significant growth **Root Cause:** Resources are not utilized by all teachers

**Curriculum, Instruction, and Assessment**





**Problem Statement 2:** The problem is teachers not receiving adequate PD training regarding diverse learners **Root Cause:** The problem training are off contract or during the year, but no subs are available

**Problem Statement 3:** The problem is that students are not engaged in rigorous lesson and do not show growth **Root Cause:** The root cause is that not all teachers plan rigorous lessons or do not know how to plan using the district overviews

**Problem Statement 4:** The problem is the lack of daily PLC to plan with fidelity **Root Cause:** Master schedule will not allow for science teachers to have daily PLC

**Problem Statement 5:** The problem is that ELAR teachers are not integrating science lesson with fidelity during the non fiction unit **Root Cause:** The root cause is that both science and ELAR teachers are not consistently working together to integrate curriculum

**Performance Objective 7:** 8th grade Algebra "meets" percentage will increase from 97 % 2019 to 100 % as measured by 2021 STAAR

<b>Strategy 1:</b> Teachers will attend district Inspire calculator training as provided.		
<b>Strategy's Expected Result/Impact:</b> The students will be able to use the calculator correctly and in turn scores will be higher on EOC Algebra	<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>May</b>	
<b>Staff Responsible for Monitoring:</b> Administration, IS, teacher		
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Targeted Support Strategy</b>		<b>Problem Statements:</b> None <b>Funding Sources:</b> None
 No Progress  Accomplished  Continue/Modify  Discontinue		


**Performance Objective 8:** The percentage of students that Met Standard on all subject/grades tested will increase from 24% to 29% as measure by the 2021 STAAR assessment.


<b>Strategy 1:</b> Block schedule will be provided for 6th and 7th ELAR and 6th Math to increase instructional time to 90 minutes.	
<b>Strategy's Expected Result/Impact:</b> Improve student achievement in district assessments and STAAR in math and reading	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration and leadership team	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>
<b>Strategy 2:</b> Teachers and Staff will provide Specific tutoring as needed	
<b>Strategy's Expected Result/Impact:</b> Student growth and achievement in district assessment and STAAR	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, IS, department chairs, teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>

**Strategy 3:** The teachers will have a daily PLC in Math and Reading

<p><b>Strategy's Expected Result/Impact:</b> The teachers will have the time to plan, discuss data and students which will result in student growth</p> <p><b>Staff Responsible for Monitoring:</b> Administration team, IS, MCL, TRT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>
	<b>Oct</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Student Achievement**





**Problem Statement 1:** The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause:** The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

**Problem Statement 2:** The problem is 6th-8th grade Math STAAR scores are below state average. **Root Cause:** The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

**Problem Statement 3:** The problem is ELAR and Math STAAR scores are below the state average. **Root Cause:** The root cause is that 45 minute class periods was not enough time to implement guided comprehension and guided math.

**Problem Statement 7:** The problem is 6th -8th STAAR scores are below state average **Root Cause:** The root cause is that some students need more individualized learning in small group setting

**Performance Objective 9:** The percent of students meeting or exceeding the growth target will increase from 58% 2019 STAAR to 63% as measured by 2021 STAAR assessment.

<b>Strategy 1:</b> Crockett will use the Data Driven Instruction to plan, teach, and reteach	
<b>Strategy's Expected Result/Impact:</b> Student Growth	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration team, IS, MCL, TRT	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	
<b>Student Achievement</b>	
<b>Problem Statement 7:</b> The problem is 6th -8th STAAR scores are below state average <b>Root Cause:</b> The root cause is that some students need more individualized learning in small group setting	
<b>Curriculum, Instruction, and Assessment</b>	
<b>Problem Statement 6:</b> The problem is that re teach is not effective after disaggregating data <b>Root Cause:</b> The root cause is that data is not utilized effectively to drive instruction	



# State Compensatory

## Budget for Crockett Middle School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164 11 00 44 6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$100,000.00
<b>6100 Subtotal:</b>		<b>\$100,000.00</b>

## Personnel for Crockett Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Johnson	Teacher	Dyslexia	1
Dana Debose	SAS counselor	Counseling	1
Mayra Cano	Liaison	Communities in Schools	1
Yolanda Fish	Liaison	Communities in School	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The needs assessment revealed the need to improve reading and math at the 6th grade level due to lower student performance after the transition from 5th to 6th grade. Math at all grade levels also needs to be addressed in 6th - 8th grade.

ESL students have shown some growth, but still lacking the comprehension of academic language.

We needed to facilitate the virtual learning for our teachers and students and we purchased the following:

75 Web Cameras - \$2,472

65 Ipads \$58,435

75 Ipads covers for each- \$673

Books for our ESL library - \$894

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Stake holders will include:

Principal

Assistant Principals

Department Chairs

Instructional Specialist

Parents

Teachers

ESL Facilitator

MCL, TRT, RA

support Staff

### **2.2: Regular monitoring and revision**

Monitoring will be quarterly using various data sources and a meeting with the Title I Director and the CIP Leadership Committee.

### **2.3: Available to parents and community in an understandable format and language**

Communication with parents and the community will be conducted via parent meetings, posted on our website, Twitter, parent link, Facebook, Google Classroom, and notes home. Communication from leadership is in both English and Spanish.

### **2.4: Opportunities for all children to meet State standards**

Crockett has implemented the strategies as outlined in the Middle School redesign to include the following:

- 90 minute block for 6th ELAR/Math and 7th ELAR
- Opportunity Culture in 6th ELAR
- Imagine Math Program
- Implementation of NWEA MAP for ELAR, Math, and Science
- Dedicated PLC planning for 6th - 8th grade ELAR and Math teachers
- AVID Excel in all in 6th, 7th and 8th, grade
- CHAMPS
- Relay

Other Strategies and Resources:

- Tutoring- if possible
- Imagine Learning- Reading
- Imagine math
- Chromes for every students

## **2.5: Increased learning time and well-rounded education**

Learning time will increase in 6th and 7th ELAR as they are moving into 90 minute block.

Opportunity Culture in 6th ELAR

Math is also doing 90 minute block in 6th grade.

## **2.6: Address needs of all students, particularly at-risk**

All planned and implemented academic strategies are designed to meet the needs of At-Risk students on the campus.

At-Risk students will be monitored for the following:

1. Academic growth and performance

- Math
- ELAR

2. Attendance

### 3. Intervention

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Parent policy and parent compact will be developed by members of the school including parents. Both documents will focus on student achievement and parent involvement.

The documents will be distributed during Open House, parent events, and sent home with each student. This year, we may have to find ways to let parents know- virtually.

### **3.2: Offer flexible number of parent involvement meetings**

Flexible parent involvement meetings include:

Meet your Teacher Night- Open House

Orientation for all new students

Fine Arts performances

Family Nights (math, science, reading)

Volunteer program

# Campus Funding Summary

# Addendums



<b>ESC Region #:</b>	18
<b>LEA Name:</b>	Ector County ISD
<b>County-District #:</b>	068901

<b>Contact Name:</b>	Julia Willett
<b>Telephone:</b>	432-456-8769
<b>Email:</b>	Julia.willett@ectorcountyisd.org

## Highly Qualified Teacher Continuous Improvement Plan 2015-2016

### PART I – LEA Plan

#### Definitions

**Strategies/Activities** - Strategies and activities to be implemented to meet the goal and objectives listed. **(A single strategy may meet multiple objectives).**

**Objective Met** – Select the objective(s) from the list that the strategy/activity addresses.

**Person(s) Responsible** - Personnel (by position) needed to implement the activity.

**Measurable Evidence of Improvement** - Qualitative and/or quantitative measures of improvement.

**Target Completion Date** - Date that strategy/activity will be complete.

**Goal:** To meet the 100% highly qualified teacher requirements by the end of the 2015-2016 school year.

**All objectives below must be addressed in the plan.**

**Objective 1** - Increase the percentage of highly qualified core academic subject area teachers on each campus to 100%.

**Objective 2** - Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to 100%.

**Objective 3** - Increase or maintain the percentage of teachers receiving high-quality professional development on each campus to meet 100%.

**Objective 4** - Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers. (If the objective is not applicable, please review the Continuous Improvement Plan Instructions for further guidance.)

**Objective 5** – Increase the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to 100%.  
(If the objective is not applicable, please review the Continuous Improvement Plan Instructions for further guidance.)

**Objective 6** - Attract and retain highly qualified teachers.

**Objective 7** - Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

Strategies/Activities	Objective(s) Met <i>(Multiple boxes may be checked.)</i>	Person(s) Responsible	Measurable Evidence of Improvement	Target Completion Date
ECISD will offer a spring Job Fair, and will communicate with regional colleges to solicit student teachers to ECISD and will offer PD to support teachers in ECISD to become HQ in core academic areas.	<input checked="" type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7	HR, Campus leadership, Communications Department, Teachers	100% HQ by end of school year	6-1-2016
ECISD will recruit globally from colleges, alternative certifications programs, and educational service centers.	<input type="checkbox"/> Objective 1 <input checked="" type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7	HR, Campus leadership, Communications Department	100% HQ by end of school year	6-1-2016
All ECISD teachers are required to attend content specific professional development that is aligned with national staff dev standards	<input type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input checked="" type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7	Campus Leadership, Curriculum & Instruction, PD, Teachers	100% HQ by end of school year	
Low income students and minority students will be taught by HQ teachers & experienced teachers at the same or higher rates as other students.	<input type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input checked="" type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7	HR, Campus and Central administration	100% HQ by end of school year	6-1-2016

Strategies/Activities	Objective(s) Met	Person(s) Responsible	Measurable Evidence of Improvement	Target Completion Date
High poverty students in core academic subject areas will be taught by HQ & experienced teacher at the same or higher rates as other students.	<input type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input checked="" type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7	HR, Campus and Central administration	100% HQ by end of school year	6-1-2016
ECISD will recruit globally to attract HQ teachers and support teachers who are here by working collaboratively with and formulating partnerships with university programs, and certification programs to retain and attract HQ teachers.	<input type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input checked="" type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7	HR, Campus leadership, Communications Department	100% HQ by end of school year	6-1-2016
ECISD will offer support to non- hq teachers by providing meaningful, ongoing PD, make study and preparation materials available, and coordinate through formulating partnerships with surrounding universities & educational service centers, and observation opportunities to non-hq teachers.	<input type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input checked="" type="checkbox"/> Objective 7	HR, Campus and Central administration	100% HQ by end of school year	6-1-2016
	<input type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7			

**Part II - Signatures of all Required Team Members and Superintendent**

Role	Please Print or Type	Please Sign
Superintendent	Thomas Crowe	
Federal Programs Director <input type="checkbox"/> LEA does not have Federal Programs Director position	Julia Willett	
Human Resource Director <input type="checkbox"/> LEA does not have Human Resource Director position	Staci Ashley	
Name of each campus not able to report 100% HQT:  1. DAEP 2. Odessa High School 3. Permian High School 4. NTO 5. UT Falcon Early College High School 6. Crockett Middle School 7. Bonham Middle School 8. Bowie Middle School 9. Ector Middle School	Campus Administrator from each campus not able to report 100% HQT:  1. Charles Quintela 2. Rachel Baxter 3. Vanessa Carr 4. Tina Lopez 5. Lindsey Lumpkin 6. Mauricio Marquez 7. Mark Ferrar 8. Shelia Stevenson 9. Kendra Herrera	1. CQ 2. RB 3. VC 4. TL 5. LL 6. MM 7. MF 8. SS 9. KH

10. Nimitz Middle School	10. Robin Fawcett	10. RF
11. Wilson Young Middle School	11. Andrea Martin	11. AM
12. Gale Pond Alamo	12. Regina Lee	12. R L
13. Austin	13. Crystal Marquez	13. CM
14. Blackshear	14. Marissa King	14. MK
15. Blanton	15. Stacey Molyneaux	15. SM
16. Buice	16. Alicia Press	16. AP
17. Burleson	17. Evelyn Garcia	17. EG
18. Burnet	18. Tristan Specter	18. TS
19. Cameron	19. Jacob Bargas	19. JB
20. Carver	20. Sherry Palmer	20. SP
21. Cavazos	21. Maribel Aranda	21. MA
22. Dowling	22. Valerie Rivera	22. VR
23. Edward Downing	23. Linda Subia	23. LS
24. George W. Bush	24. Marcos Lopez	24. ML
25. Goliad	25. Lauren Tavarez	25. LT
26. Gonzales	26. Sunny Rodriguez	26. SR
27. Hays	27. Amy Anderson	27. AA

28. Jordan	28. Linda Voss	28. LV
29. Lamar	29. Martha Mitchell	29. MM
30. LB Johnson	30. Christopher Houston	30. CH
31. Milam	31. Natalie Fitzgerald	31. NF
32. Murry Fly	32. Yolanda Hernandez	32. YH
33. Noel	33. Stacy Johnson	33. SJ
34. Pease	34. Autumn Sloan	34. AS
35. Ross	35. Rebecca Phillips	35. RP
36. Sam Houston	36. Sandra Banda	36. SB
37. San Jacinto	37. Pam Walker	37. PW
38. Zavala	38. Amanda Warber	38. AW

The Highly Qualified Continuous Improvement Plan must be completed by **December 16, 2015**. If you have any questions, contact the Highly Qualified Unit via email at [highlyqualified@tea.state.tx.us](mailto:highlyqualified@tea.state.tx.us).