CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Ector County ISD	**Campus Name**	Wilson & Young MOH Middle School	**Superintendent**	Dr. Scott Muri	**Principal**	Anthony Garcia
District Number	068901	**Campus Number**	068901045	**District Coordinator of School Improvement (DCSI)**	Dr. Corey Seymour	**ESC Number**	18
Is this a Turnaround Implementation Plan?	No	**What Year was the TAP first implemented?**		**Was TAP Implementation Ordered or Voluntary?**		**ESC Support**	Sha Hartzer

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Corey Seymour 09/24/20
Principal Supervisor ** Only necessary if the DCSI is NOT the Principal supervisor.*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Anthony Garcia 09/24/20
Board Approval Date	11/18/2020	

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you	**Domain 1:** For the 2020/2021 school year, our campus will score at least a 41 (scaled score of 70) by increasing percent Meets to 50% and Masters 16%. This will
	What changes in student group and subject performance are included in these goals?	**Domain 1:** We are focusing on math and English across all grade levels to impact student outcomes. Additionally we are prioritizing moving students all students
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	**Implementation Level (1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5 - Fully Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Rationale	Planning in PLC Process. Teaching teachers the process of effective lesson	Providing teachers with the ability to assess between SCA's to catch and fill gaps.	Continualy evaluate student needs.
How will the campus build capacity in this area?	Insturcitonal specialist support AP's in lesson plan checks. Partnering with	Through the PLC process we will create common formative assessments, draft	Through the PLC process we will create common formative assessments, draft less
Barriers to Address throughout this year	Virtual Learning and shut down	COVID-19 Shut-down/Virtual, Alignment between virtual and hybrid teachers,	COVID-19 Shut-down/Virtual, Alignment between virtual and hybrid teachers,
How will you communicate these priorities to your stakeholders? How	Preparing during professional development. Through small group PLC	Preparing during professional development. Through small group PLC process.	Preparing during professional development. Through small group PLC process.
Desired Annual Outcome	By end of 2021- 100% of teachers unpack standards aligned with	100% of the lesson plans developed by teachers and core content areas	By end of the 2021 school year, PLC's will be teacher lead with indepth data
District Commitment Theory of Action	The district provide access to assessments aligned to the standards and	District policies and practices support effective instruction in schools.	District policies and practices support effective instruction in schools.