

District Name:	School of Excellence in Education
Campus Name:	Dr. Paul S. Saenz JHS

## Needs Assessment Summary and Improve

<b>Definition / Purpose:</b>	<p>After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process.</p> <p>Step 1: Clarify and prioritize problem statements  Step 2: Establish the purpose of assessing root causes and establish the team  Step 3: Gather data  Step 4: Review data analysis  Step 5: Root cause analysis</p> <p>The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is identified.</p>
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<b>Problem Statements (PS):</b>  <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	Only 55% of ELL and Special Education students met standards in Writing on the 2015 STAAR Writing Test.	is occurring because of Root Cause #1	<b>Root Cause 1:</b>
	PS 2:	Only 39% of all students met standards in science on the 2015 STAAR Science Test.	is occurring because of Root Cause #2	<b>Root Cause 2:</b>
	PS 3:	Only 30% of all students met standards in social studies on the 2015 STAAR Social Studies Test.	is occurring because of Root Cause #3	<b>Root Cause 3:</b>
	PS 4:	While mathematics was not counted on the 2015 STAAR Assessment, in past years, at least 50% of students did not meet standards on the STAAR Math Test.	is occurring because of Root Cause #4	<b>Root Cause 4:</b>
	PS 5:		is occurring because of Root Cause #5	<b>Root Cause 5:</b>
	PS 6:		is occurring because of Root Cause #6	<b>Root Cause 6:</b>
	PS 7:		is occurring because of Root Cause #7	<b>Root Cause 7:</b>
	PS 8:		is occurring because of Root Cause #8	<b>Root Cause 8:</b>
	PS 9:		is occurring because of Root Cause #9	<b>Root Cause 9:</b>
	PS 10:		is occurring because of Root Cause #10	<b>Root Cause 10:</b>

**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 created, it is important to identify the reasons for low performance in the state accountability, PBM, or RF system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact and ensure those are your prioritized root causes.

*If the district or campus would like to identify more than 10 root causes, contact the supervisor.*

**\*\*\* Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation.**

**Attestation Statement:**  By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and the findings have been recorded and are available upon request.

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<b>Problem Statement 1:</b>	Only 55% of ELL and Special Education students met standards in Writing on the 2015 STAAR Writing Test.	<b>Annual Goal:</b> ?
<b>Root Cause 1:</b>	ELL and Special students are struggling with writing skills.	<b>Strategy:</b> ?
<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/>	
<b>Critical Success Factors (CSFs)/</b> <b>ESEA Turnaround Principles (TPs)/</b> <b>Major Systems</b>	<input checked="" type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this impact the index/index?

### Interventions by Quarter

<b>Q1 (Aug, Sept, Oct)</b> ? <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		<b>Q2 (Nov, Dec, Jan)</b>	
<b>Q1 Goal:</b> ?	By the end of October 2015, Saenz Middle School ELL and Special Education students will show 40% mastery in writing performance on the benchmark assessment.	<b>Q2 Goal:</b> ?	By January 2016, Saenz Middle School ELL and Special Education students will show 55% mastery in writing performance on the benchmark assessment.
<b>Q1 Interventions</b>		<b>Q2 Interventions</b>	
1)	Hire an experienced teacher to support the core content teachers.	1)	Individual Tutoring Plans (ITP) developed for all ELL and Special Education students based on benchmark data.
2)	Protected time for core content teacher planning and time for data analysis to guide instruction.	2)	Writing workshops held for students that include middle school and high school ELA teachers to support vertical alignment and student achievement.
3)	All IEP's and IPT data distributed to teachers and reviewed monthly.	3)	All IEP's and IPT data distributed to teachers and reviewed monthly.
4)		4)	
<b>What data will be collected to monitor interventions in Q1?</b>		<b>What data will be collected to monitor interventions in Q2?</b>	
1)	Documented walk throughs of the intervention lab and classrooms	1)	Copies of Individual Tutoring Plans (ITPs) and student IEPs
2)	Binder: Agendas, Sign-In sheets,	2)	Binder: Agendas, Sign-In sheets, Writing samples
3)	Benchmark, assessment data, IPT data	3)	Lesson Plans, Benchmark and assessment data, Targeted walk throughs
4)		4)	

### End of Quarter Reporting

<b>Q1 Report</b> ? <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>	<b>Q2 Report</b>
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## Needs Assessment Summary and Improve

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

### End of Year Reporting

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

<b>Problem Statement 2:</b>	Only 39% of all students met standards in science on the 2015 STAAR Science Test.	<b>Annual Goal:</b>
<b>Root Cause 2:</b>	All students are struggling with science facts.	<b>Strategy:</b>

<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/>
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<b>Critical Success Factors (CSFs)/</b> <b>ESEA Turnaround Principles (TPs)/</b> <b>Major Systems</b>	<input checked="" type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this impact the index/indicators?
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### Interventions by Quarter

<b>Q1 (Aug, Sept, Oct)</b> Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	<b>Q2 (Nov, Dec, Jan)</b>
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<b>Q1 Goal:</b> ?	By October 2015, Saenz Middle School students will demonstrate 40% mastery in science performance on the benchmark assessments.	<b>Q2 Goal:</b> ?	By January 2016, Saenz Middle School students will demonstrate 55% mastery in science performance on the benchmark assessments.
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Q1 Interventions		Q2 Interventions	
1)	Science teachers will be trained in the use and implementation of STEM scope and sequence to enhance science lessons	1)	Lab instruction will be increased to twice a week.
2)	The Science team will meet weekly to discuss instructional strategies and student progress.	2)	Science teachers will continue to utilize the STEM scope and sequence to enhance science lessons.
3)		3)	The Science team will meet weekly to discuss instructional strategies and student progress.
4)		4)	

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?	
1)	Binder: Agendas, Sign-In sheets,	1)	Binder: Agendas, Sign-In sheets,
2)	Training Certificates, walk throughs, lesson plans	2)	Training Certificates, walk throughs, lesson plans
3)	Binder: Agendas, Sign in sheets, benchmark data, assessment data	3)	Binder: Agendas, Sign in sheets, benchmark data, assessment data
4)		4)	

### End of Quarter Reporting

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

### End of Year Reporting

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

<b>Problem Statement 3:</b>	Only 30% of all students met sandards in social studies on the 2015 STAAR Social Studies Test.	<b>Annual Goal:</b> ?
<b>Root Cause 3:</b>	All students are struggling with social studies facts.	<b>Strategy:</b> ?

**Index Number:**     **Not Applicable**     **Index 1: Student Achievement**     **Index 2: Student Progress**   

<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input checked="" type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	<b>How will addressing this impact the index/indicato</b>
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### Interventions by Quarte

<b>Q1 (Aug, Sept, Oct)</b> ? <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	<b>Q2 (Nov, Dec, Jan)</b>	
<b>Q1 Goal:</b> ? By October 2015, Saenz Middle School students will demonstarte 40% mastery in social studies performance on the benchmark assessments.	<b>Q2 Goal:</b> ? By January 2016, Saenz Middle School students will demonstarte 55% mastery in social studies performance on the benchmark assessments.	<b>Q3 Goal:</b> ?

<b>Q1 Interventions</b>	<b>Q2 Interventions</b>	
1) Social Studies teachers will attend professional development in Project-based Learning and "unpacking" the TEKS 2) TEKS-based interventions will be evident in social studies classrooms. 3) Social Studies teachers will meet weekly to discuss instructional strategies and student progress. 4)	1) Social Studies teachers will attend professional development in Project-based Learning and "unpacking" the TEKS 2) TEKS-based interventions will continue to be evident in social studies classrooms. 3) Social Studies teachers will meet weekly to discuss instructional strategies and student progress and analyze assessment data. 4)	1) 2) 3) 4)

<b>What data will be collected to monitor interventions in Q1?</b>	<b>What data will be collected to monitor interventions in Q2?</b>	<b>What data will be</b>
1) Binder: Agendas, Sign-In Sheets, Training certificates 2) Projects from PBLs, 3) Assessment data, lesson plans	1) Binder: Agendas, Sign-In Sheets, Training certificates 2) Final Projects from PBLs, 3) Assessment data, lesson plans, targeted walkthroughs	1) 2) 3)

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4) Targeted Walk throughs,	4) Observation reports	4)
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### End of Quarter Reporting

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

### End of Year Reporting

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

<b>Problem Statement 4:</b>	While mathematics was not counted on the 2015 STAAR Assessment, in past years, at least 50% of students did not meet standards on the STAAR Math Test.	<b>Annual Goal:</b>	?
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<b>Root Cause 4:</b>	All students are struggling with math skills.	<b>Strategy:</b>	?
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<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/>
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<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input checked="" type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment	<b>How will addressing this impact the index/indicators?</b>
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CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers

### Interventions by Quarter

<b>Q1 (Aug, Sept, Oct)</b> <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	<b>Q2 (Nov, Dec, Jan)</b>	
<b>Q1 Goal:</b> <span style="float: right;">?</span> By October 2015, Saenz Middle School students will demonstrate 40% mastery in mathematics performance on the benchmark assessments.	<b>Q2 Goal:</b> <span style="float: right;">?</span> By January 2016, Saenz Middle School students will demonstrate 55% mastery in mathematics performance on the benchmark assessments.	<b>Q3 Goal:</b> <span style="float: right;">?</span>

Q1 Interventions	Q2 Interventions	
1) Weekly core data Analysis at PLC meetings to include professional development activities, making math relevant, and PBL.	1) Individual Tutoring Plans (ITP) developed for all students based on mathematics benchmark data.	1)
2) Projects from PBLs, benchmark and assessment data	2) Final Projects from PBLs, benchmark and assessment data	2)
3) Targeted Walkthroughs	3) Weekly core data Analysis at PLC meetings to include professional development activities, making math relevant, and PBL.	3)
4)	4) Targeted Walkthroughs	4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?
1) Binder: Agendas, Sign-In Sheets, Training certificates	1) Binder: Agendas, Sign-In Sheets, Training certificates	1)
2) Projects from PBLs,	2) Final Projects from PBLs,	2)
3) Assessment data, lesson plans	3) Assessment data, lesson plans, targeted walkthroughs	3)
4) Targeted Walk throughs,	4) Observation reports	4)

### End of Quarter Reporting

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

### End of Year Reporting

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Provide the data that supports your 4th quarter status of this annual goal.	<input type="text" value="&lt;Enter text&gt;"/>	<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual G <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESE <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<input type="text" value="&lt;Enter text&gt;"/>
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Problem Statement 5:	<input type="text" value=""/>	Annual Goal: <input style="border: 1px solid red; border-radius: 50%;" type="text" value="?"/>
Root Cause 5:	<input type="text" value="&lt;Enter text&gt;"/>	Strategy: <input style="border: 1px solid red; border-radius: 50%;" type="text" value="?"/>

Index Number:	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Index 1: Student Achievement	<input type="checkbox"/> Index 2: Student Progress	<input type="checkbox"/>
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this impact the index/indicators?
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### Interventions by Quarter

<b>Q1 (Aug, Sept, Oct)</b> <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	<b>Q2 (Nov, Dec, Jan)</b>	
Q1 Goal: <input style="border: 1px solid red; border-radius: 50%;" type="text" value="?"/>	Q2 Goal: <input style="border: 1px solid red; border-radius: 50%;" type="text" value="?"/>	Q3 Goal: <input style="border: 1px solid red; border-radius: 50%;" type="text" value="?"/>
<b>Q1 Interventions</b>	<b>Q2 Interventions</b>	
1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>
2) <input type="text"/>	2) <input type="text"/>	2) <input type="text"/>
3) <input type="text"/>	3) <input type="text"/>	3) <input type="text"/>
4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>
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?



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1)		1)		1)
2)		2)		2)
3)		3)		3)
4)		4)		4)

### End of Quarter Reporting

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

### End of Year Reporting

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

Problem Statement 6:		Annual Goal: ?
Root Cause 6:	<Enter text>	Strategy: ?
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/>	
	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction	

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<p><b>Critical Success Factors (CSFs)/</b> <b>ESEA Turnaround Principles (TPs)/</b> <b>Major Systems</b></p>	<input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	<p>How will addressing this impact the index/indicators?</p>
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### Interventions by Quarter

<b>Q1 (Aug, Sept, Oct)</b> <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	<b>Q2 (Nov, Dec, Jan)</b>	
<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> <b>Q1 Goal:</b>	<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> <b>Q2 Goal:</b>	<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> <b>Q3 Goal:</b>
<b>Q1 Interventions</b>	<b>Q2 Interventions</b>	
1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>	1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>	1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>
<b>What data will be collected to monitor interventions in Q1?</b>	<b>What data will be collected to monitor interventions in Q2?</b>	<b>What data will be collected to monitor interventions in Q3?</b>
1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>	1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>	1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>

### End of Quarter Reporting

<b>Q1 Report</b> <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	<b>Q2 Report</b>	
<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> <b>Did you meet this quarter's goal?</b> Select	<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> <b>Did you meet this quarter's goal?</b> Select	<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> <b>Did you meet this quarter's goal?</b>
<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> <Enter text>	<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> <Enter text>	<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span>
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.

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## Needs Assessment Summary and Improve

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?
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?

### End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) <input type="checkbox"/> Annual G <input type="checkbox"/> CSF/ESE <input type="checkbox"/> Training <input type="checkbox"/> Other
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Problem Statement 7:		Annual Goal: <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span>
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Root Cause 7:	<Enter text>	Strategy: <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span>
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Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/>
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Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this impact the index/indic
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### Interventions by Quarter

<b>Q1 (Aug, Sept, Oct)</b> <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	<b>Q2 (Nov, Dec, Jan)</b>	
Q1 Goal: <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span>	Q2 Goal: <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span>	Q3 Goal: <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span>
Q1 Interventions	Q2 Interventions	
1)	1)	1)

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

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

### End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?
?	<Enter text>	?	<Enter text>	?
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.
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?
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?

### End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>		<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual G <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESE <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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<b>Problem Statement 8:</b>		<b>Annual Goal:</b> ?
<b>Root Cause 8:</b>	<small>Enter text</small>	<b>Strategy:</b> ?
<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/>	
<b>Critical Success Factors (CSFs)/</b> <b>ESEA Turnaround Principles (TPs)/</b> <b>Major Systems</b>	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this impact the index/indicator?

### Interventions by Quarter

<b>Q1 (Aug, Sept, Oct)</b> ? <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	<b>Q2 (Nov, Dec, Jan)</b>	
<b>Q1 Goal:</b> ?	<b>Q2 Goal:</b> ?	<b>Q3 Goal:</b> ?
<b>Q1 Interventions</b>	<b>Q2 Interventions</b>	
1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>
2) <input type="text"/>	2) <input type="text"/>	2) <input type="text"/>
3) <input type="text"/>	3) <input type="text"/>	3) <input type="text"/>
4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>
<b>What data will be collected to monitor interventions in Q1?</b>	<b>What data will be collected to monitor interventions in Q2?</b>	<b>What data will be collected to monitor interventions in Q3?</b>
1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>
2) <input type="text"/>	2) <input type="text"/>	2) <input type="text"/>
3) <input type="text"/>	3) <input type="text"/>	3) <input type="text"/>
4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>

### End of Quarter Reporting

<b>Q1 Report</b> ? <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	<b>Q2 Report</b>	
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Campus Name:	Dr. Paul S. Saenz JHS

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

### End of Year Reporting

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

Problem Statement 9:		Annual Goal:
Root Cause 9:		Strategy:

Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/>
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this impact the index/indicators?
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### Interventions by Quarter

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

Q1 Interventions	Q2 Interventions
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1)	1)	1)
2)	2)	2)
3)	3)	3)
4)	4)	4)

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

<b>End of Quarter Reporting</b>
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<b>Q1 Report</b> <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	?	Q2 Report
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Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?
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?	<Enter text>	?	<Enter text>	?
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.

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?
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What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?
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<b>End of Year Reporting</b>
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<Enter text>		<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause	<input type="checkbox"/> (Specific) <input type="checkbox"/> Annual G <input type="checkbox"/> CSF/ESE <input type="checkbox"/> Training
Provide the data that supports your 4th quarter status of this annual goal.	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		

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		<b>success?</b>	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.		<Enter text>	

<b>Problem Statement 10:</b>		<b>Annual Goal:</b> ?
<b>Root Cause 10:</b>	<Enter text>	<b>Strategy:</b> ?

<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/>		
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<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	<b>How will addressing this impact the index/indicator?</b>
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### Interventions by Quarter

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



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4)	4)	4)
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### End of Quarter Reporting

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

### End of Year Reporting

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

## FIR Sustainability Questions

*If your campus is identified as formerly Improvement Required (FIR), please an  
March 10, 2016)  
regarding the sustainability of strategies that led to yo*

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