

District Name:	School of Excellence in Education
Campus Name:	

Needs Assessment Summary and Improvement Plan

Definition / Purpose:

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

Step 1: Clarify and prioritize problem statements
 Step 2: Establish the purpose of assessing root causes and establish the team
 Step 3: Gather data
 Step 4: Review data analysis
 Step 5: Root cause analysis

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

Problem Statements (PS): <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:	Less than 52% of students in grades 3 to 8 in special programs (ESL, SPED) met passing standards on the STAAR Reading assessment in 2015.(Rates 51.5%, of 32.7%)	is occurring because of Root Cause #1	Root Cause 1:	Students reading below grade level and teachers not differentiating
	PS 2:	Less than 50% of students in grades 3 to 8 in special programs (ESL, Title 1, Sped) met passing standards on the STAAR Math assessment in 2015.(Rates: 45.6, 53.3%, & 24.5%)	is occurring because of Root Cause #2	Root Cause 2:	Low reading levels coupled with lack of problem solving skills
	PS 3:	Less than 50% of students in grade 8 in NCLB met passing standards on the STAAR Social Studies assessment in 2015.(Rate of 29.9%)	is occurring because of Root Cause #3	Root Cause 3:	Lack of knowledge of TEKS and student expectation by first-year teacher to effectively implement instruction
	PS 4:	Less than 50% of students in grades 4 and 7 in NCLB met passing standards on the STAAR Writing assessment in 2015.(Rate of 44%)	is occurring because of Root Cause #4	Root Cause 4:	Lack of knowledge of the writing process and proper use of TEA writing rubric by first-year to effectively implement writing instructions
	PS 5:	Less than 50% of students in grades 5 and 8 in NCLB met passing standards on the STAAR Science assessment in 2015.(Rate of 42%)	is occurring because of Root Cause #5	Root Cause 5:	Lack of knowledg of TEKS, student expectations by teachers, and hands on experience
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<Enter text>
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

Identified and Prioritized Root Causes:

It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard, or PBMAS indicator and ensure those are your prioritized root causes.

If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.

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

Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

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Needs Assessment Summary and Improvement Plan

Problem Statement 1:	Less than 52% of students in grades 3 to 8 in special programs (ESL, SPED) met passing standards on the STAAR Reading assessment in 2015. (Rates 51.5%, of 32.7%)	Annual Goal: ?	By the end of the 2016 school year, 60% of the ESL and Sped students will meet or exceed standards on the STAAR Reading Assessment
Root Cause 1:	Students reading below grade level and teachers not differentiating	Strategy: ?	Teachers will be trained to conduct running records and/or the interpretation of reading lexile scores to capture a baseline reading level to effectively monitor student progress in reading and to meet students at their level. ESI & SPED teachers will initiate various forms of communication to discuss student levels.
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<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 root cause impact the index/indicator/CSF? ?	Improving students reading levels will positively affect all indexes (1,2,3 & 4) allowing students to meet standards in reading. Professional development for teachers on the proper administration of running records and the interpretation of Lexia reading data results will increase teacher effectiveness in capturing authentic data for each student which in turn equips the teacher with accurate information to meet the individual needs of students and to increase rigor to push and challenge student reading levels and performance.

Interventions by Quarter ?

Q1 (Aug, Sept, Oct) ? <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal: ?	By October 2015, ESL and SPED students will demonstrate 40% mastery in Reading performance on the benchmark assessment.	Q2 Goal: ?	By January 2016, ESL and SPED students will demonstrate 50% mastery in Reading performance on the benchmark assessment.	Q3 Goal: ?	By Mar 2016 ESL, TITLE 1, and SPED Students will demonstrate 60% mastery in Reading performance on the benchmark assessment.	Q4 Goal: ?	By JUNE 2016, Analysis of ESL, Title 1, and SPED data will be conducted to plan professional development and strategies needed to increase student performance for the 2016 2017 school year.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Conduct professional development in construction of and use of the reading journal for students and strategies for close	1)	Review Benchmark results to monitor reading progress and adjust instruction and intervention to meet individual student needs	1)		1)	
2)	Conduct Professional development on the proper manner to conduct running records and record student progress	2)	Service center will conduct SIOP training to equip secondary teachers with best practices and strategies for reading acquisition	2)		2)	
3)	Conduct professional development on how to read and interpret student data obtained from Lexia reports to adjust individual	3)	Review/Analyze student reading progress using Lexia results to adjust intervention for individual students	3)		3)	
4)	Service Center will conduct ELPS training for Elementary teachers	4)	Issue IEPs that reflect individual reading needs to their teachers	4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Student reading journals will be collected and reviewed to monitor individual student growth	1)	Copies of benchmark results and agenda of meeting to discuss the results and proposed changes to instruction and interventions	1)		1)	
2)	Copies of student running record results for six weeks showing students strengths and weaknesses	2)	Conduct walkthroughs to ensure teachers are using ELPS and SIOP strategies and providing students opportunities to read, write, and communicate verbally	2)		2)	
3)	Copies of student lexia reading results for each six weeks showing students strengths and weaknesses and areas needed for	3)	Copies of students Lexia results results and proposed changes to instruction and interventions	3)		3)	
4)	TELPAS, STARR, TPRi, and running records results. Use of SIOP strategies	4)	Conduct walkthroughs to ensure that general education, special education, and ELL teachers are providing individualized instruction as specified by IEPs	4)		4)	

End of Quarter Reporting

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

End of Year Reporting

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

Problem Statement 2:	Less than 50% of students in grades 3 to 8 in special programs (ESL, Title 1, Sped) met passing standards on the STAAR Math assessment in 2015. (Rates: 45.6, 53.3%, & 24.5%)	Annual Goal:	By the end of the 2016 school year, 60% of the ESL, Title 1, and SPED students will meet/or exceed standards on the STAAR Mathematics Assessment
Root Cause 2:	Low reading levels coupled with lack of problem solving skills	Strategy:	Students will be provided math intervention during the school day to increase numeracy and problem-solving skills in addition to the 75 to 90 minute class periods. Teachers will receive professional development in reading and disaggregating the TEKS and the student expectations with a 6-weeks rollout prior to each six weeks to clarify, misconceptions. Math parent nights will provide opportunity for parents and community leaders to get involved with their
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<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		
How will addressing this root cause impact the index/indicator/CSF?	<input checked="" type="checkbox"/> Improving students numeracy and problem solving skills will positively affect all indexes (1,2,3 & 4) allowing students to meet standards in mathematics. Teachers receiving professional development each six weeks on the TEKS, student expectations, vocabulary, and misconceptions will equip them to meet the needs of diverse learners.		

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<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	

Interventions by Quarter ?

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: ? By October 2015, ESL, Title 1, and SPED students will demonstrate 40% mastery in Math performance on the benchmark assessment.	Q2 Goal: ? By January 2016, ESL, and SPED students will demonstrate 50% mastery in Math performance on the benchmark assessment.	Q3 Goal: ? By Mar 2016 ESL, TITLE 1, and SPED students will demonstrate 60% mastery in Math performance on the benchmark assessment.	Q4 Goal: ? By JUNE 2016, Analysis of ESL, Title 1, and SPED data will be conducted to plan professional development and strategies needed to increase student performance in math for the 2016 2017 school year.

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Conduct professional development on District curriculum resources to support math instruction to include lead4ward 2) PD and rollout of the TEKS, vocabulary, misconceptions, and vocabulary misconceptions according to YAG 3) Structured Planning time for teachers to include PLCs, vertical team planning sessions, and grade level team meetings. 4) Targeted Walkthroughs focusing on student mastery of math learning objectives and student engagement	1) Conduct professional development on District curriculum resources to support math instruction to include lead4ward teacher field guide, the instructional focus 2) PD and rollout of the TEKS, vocabulary, misconceptions, and vocabulary, and misconceptions according to year at a glance 3) Structured Planning time for teachers to include PLCs, vertical team planning sessions, and grade level team meetings to discuss benchmark data and strategies. 4) Targeted Walkthroughs focusing on student mastery of math learning objectives and student engagement	1) 2) 3) 4)	1) 2) 3) 4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) Binder: Agendas, Sign-In Sheets, Training certificates 2) Binder: Agendas, Sign-In Sheets, and artifacts of training to include YAG units, vocabulary, TEKS, misconceptions 3) PLC Agendas, minutes 4) Walkthrough forms	1) Binder: Agendas, Sign-In Sheets, Training certificates 2) Binder: Agendas, Sign-In Sheets, and artifacts of training to include YAG units, vocabulary, TEKS, misconceptions 3) PLC Agendas, minutes, student data results 4) Walkthrough forms	1) 2) 3) 4)	1) 2) 3) 4)

End of Quarter Reporting

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

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

Provide the data that supports your 4th quarter status of this annual goal.	<i><Enter text></i>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<i><Enter text></i>
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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.	<i><Enter text></i>
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Problem Statement 3:	Less than 50% of students in grade 8 in NCLB met passing standards on the STAAR Social Studies assessment in 2015.(Rate of 29.9%)	Annual Goal:	By the end of the 2016 school year, 60% of the 8th grade students will meet or exceed standards on the STAAR Social Studies Assessment
Root Cause 3:	Lack of knowledge of TEKS and student expectation by first-year teacher to effectively implement instruction	Strategy:	Students will provide social studies intervention during the school day in addition to the 90 minute class periods. Teachers will receive professional development in disaggregating the TEKS, student expectations, and use of the process standards to deepen student understanding with a 6-weeks rollout prior to each six weeks.

Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness			
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<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 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 root cause impact the index/indicator/CSF?	?	Improving students reading, writing, coupled with skills to process social studies facts with a connection to real world experiences will positively affect all indexes (1,2,3 & 4) allowing students to meet standards in social studies. Teachers receiving professional development throughout the year on the TEKS, student expectations, and strategies to maximize student access and retentionof their learning will meet the needs of diverse learners.
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Interventions by Quarter

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: ? By October 2015, 8th grade students will demonstrate 40% mastery in social studies performance on the benchmark assessments.	Q2 Goal: ? By January 2016, 8th grade students will demonstrate 55% mastery in social studies performance on the benchmark assessments.	Q3 Goal: ? By March 2016, 8th grade students will demonstrate 70% mastery in social studies performance on the benchmark assessments.	Q4 Goal: ? By JUNE 2016, Analysis of ESL, Title 1, and SPED data will be conducted to plan professional development and strategies needed to increase student performance in social studies for the 2016-2017 school year.
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Conduct professional development on District curriculum resources to support SS instruction to include teacher field guide, the	1) Review YAGs and district resources to enhance lesson plans and hands on student activities to support student engagement in their learning	1)	1)

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2) Teachers will receive PD from lead forward on strategies to use process standards, hands on activities and real world examples 3) Social Studies teachers will meet weekly to discuss instructional strategies, student progress and adjust instruction as needed 4)	2) Teachers will receive ongoing PD from lead forward on strategies to use process standards, hands on activities and real world examples for students to make 3) Social Studies teachers will meet weekly to discuss instructional strategies such as scaffolding, student progress and adjust instruction according to benchmark 4)	2) 3) 4)	2) 3) 4)
What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) Agendas, artifacts, sign in sheets for training 2) Agendas, artifacts, sign in sheets for training. Artifacts will show strategies and best practices learned 3) Agendas, artifacts, and activities 4)	1) Agendas, artifacts, sign in sheets for training 2) Agendas, artifacts, sign in sheets for training. Artifacts will show strategies and best practices learned, benchmark results 3) Agendas, artifacts, activities, strategies, and benchmark results 4)	1) 2) 3) 4)	1) 2) 3) 4)

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.							
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	? <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	? <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	? <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	? <Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	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 success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Problem Statement 4:	Less than 50% of students in grades 4 and 7 in NCLB met passing standards on the STAAR Writing assessment in 2015.(Rate of 44%)	Annual Goal: ?	By the end of the 2016 school year, 65% of students will meet or exceed standards on the STAAR Writing Assessment
Root Cause 4:	Lack of knowledge of the writing process and proper use of TEA writing rubric by first-year to effectively implement writing instructions	Strategy: ?	Students will provide writing interventions during the school day in addition to the 60 to 90 minute ELAR class periods. Teachers will receive professional development in disaggregating the TEKS, student expectations in writing, and use of the writing rubric to deepen both teacher and student understanding of the writing process and requirements

Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<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 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 root cause impact the index/indicator/CSF? ?	By increasing the writing skills of our students, it is anticipated that student performance on the STAAR Writing test will meet or exceed standards in writing. Professional development in the writing process and the writing rubric, along with ELPS and SIOP training will support teacher development and help to maximize student academic growth and achievement. Instructional decisions will be made based on benchmark data assessments and a collection of student writing samples.
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Interventions by Quarter ?

Q1 (Aug, Sept, Oct) ? <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal: ?	By the end of October 2015, all 4th and 7th grade students will show 40% mastery in writing performance on the benchmark assessment.	Q2 Goal: ?	By January 2016, all 4th and 7th grade students will show 55% mastery in writing performance on the benchmark assessment.	Q3 Goal: ?	By March 2016, All 4th and 7th grade students will show 65% mastery in writing performance on the benchmark assessment.	Q4 Goal: ?	By June 2016, SEE will be analyzing the 2016 data to determine areas of strengths and weaknesses in writing that require additional support in the 16-17 school year.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Hire Writing expert to provide PD on the writing process, writing rubric, difference between a narrative and expository essay,	1)	Additional writing PD/workshop on the writing process, writing rubric, expository essay, and graphic organizers to help students organize their writing driven by the writing	1)		1)	
2)	Weekly writing assignments graded and discussed according to the writing rubric	2)	Weekly writing assignments graded and discussed according to the writing rubric	2)		2)	
3)	Writing assignment on each six-weeks benchmark graded according t the writing rubric	3)	Writing assignment on each six-weeks benchmark graded according to the writing rubric	3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Sign in sheets from workshops, artifacts of training, agendas	1)	Sign in sheets from workshops, artifacts of training, agendas	1)		1)	
2)	Binders with student writing samples showing student progress and areas of strengths and weaknesses	2)	Binders with student writing samples showing student progress and areas of strengths and weaknesses	2)		2)	

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3) Eduhoria data showing student progress	3) Eduhoria data showing student progress	3)	3)
4)	4)	4)	4)

End of Quarter Reporting

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

End of Year Reporting

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

Problem Statement 5:	Less than 50% of students in grades 5 and 8 in NCLB met passing standards on the STAAR Science assessment in 2015. (Rate of 42%)	Annual Goal:	By the end of the 2016 school year, 60% of 5th and 8th grade students will meet or exceed standards on the STAAR Science Assessment
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Root Cause 5:	Lack of knowledge of TEKS, student expectations by teachers, and hands on experience	Strategy:	Increased use of science labs and stemscope activities to deepen student experience and make real world connections to science and their everyday life
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Index Number:	<input type="checkbox"/> Not Applicable	<input checked="" type="checkbox"/> Index 1: Student Achievement	<input checked="" type="checkbox"/> Index 2: Student Progress	<input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps	<input checked="" type="checkbox"/> Index 4: Postsecondary Readiness
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<input checked="" type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction	<input type="checkbox"/> By increasing the use of lab instruction and hands-on activities in science, it is anticipated that student performance on the STAAR Science Assessment will meet or exceed standards, thus meeting the
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District Name:	School of Excellence in Education
Campus Name:	

Needs Assessment Summary and Improvement Plan

Critical Success Factors (CSFs)	<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	How will addressing this root cause impact the index/indicator/CSF?	standards for index 1,2,3 & 4. Professional development opportunities will increase teacher efficacy and effectiveness to make better data driven decisions based upon checkpoint assessments, benchmark assessments, and student work.
ESEA Turnaround Principles (TPs)	<input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar		
Major Systems	<input 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		

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: ? By October 2015, Saenz Middle School students will demonstrate 40% mastery in science performance on the benchmark assessments.	Q2 Goal: ? By January 2016, all students will demonstrate 55% mastery in science performance on the benchmark assessments.	Q3 Goal: ? By March 2016, all students will demonstrate 65% mastery in science performance on the benchmark assessments.	Q4 Goal: ?

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Science teachers will utilize STEMscope to enhance science lessons and increase student activities and grasp of concepts. 2) Science teachers will receive PD on the science teacher guide and other resources available for their use in instruction 3) Science teachers will have weekly discussions in PLCs about progress or lack of progress in on Benchmark Assessments 4) Students will attend science labs and write lab reports and summaries to enhance their mastery of concepts	1) Continued use of STEMscope to enhance science lessons, increase student activities, grasp of concepts, to include use of science vocabulary 2) Continued use of teacher guides and other resources 3) Targeted Walkthroughs focusing on student mastery of science learning objectives and student engagement 4) Six weeks Benchmarks to capture student progress	1) 2) 3) 4)	1) 2) 3) 4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) Interactive word walls using science vocabulary from stemscope curriculum 2) Well developed lesson plans with clear and specific learning objectives and engaging student activities 3) Analysis of benchmark data to determine strength and weaknesses 4) Student lab reports and or lab summaries	1) Focused Walkthrough forms targeted on student engagement and mastery of science concepts and use of vocabulary 2) Well developed lesson plans with clear and specific learning objectives and engaging student activities 3) Continued analysis of benchmark data to determine strength and weaknesses and areas to reteach and or scaffold 4) Analysis of benchmark data	1) 2) 3) 4)	1) 2) 3) 4)

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	Q2 Report	Q3 Report	Q4 Report
Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select

District Name:	School of Excellence in Education
Campus Name:	

Needs Assessment Summary and Improvement Plan

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

End of Year Reporting

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

Problem Statement 6:	Annual Goal: <input type="text" value="<Enter text>"/>
Root Cause 6: <input type="text" value="<Enter text>"/>	Strategy: <input type="text" value="<Enter text>"/>

Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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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 root cause impact the index/indicator/CSF? <input type="text" value="<Enter text>"/>

Interventions by Quarter ?

District Name:	School of Excellence in Education
Campus Name:	

Needs Assessment Summary and Improvement Plan

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

End of Quarter Reporting

Q1 Report ? <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
?	<Enter text>	?	<Enter text>	?	<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.		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?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

District Name:	School of Excellence in Education
Campus Name:	

Needs Assessment Summary and Improvement Plan

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Problem Statement 7:	Annual Goal: ? <Enter text>
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Root Cause 7:	Strategy: ? <Enter text>
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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"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness

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 root cause impact the index/indicator/CSF? ? <Enter text>
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Interventions by Quarter ?

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

District Name:	School of Excellence in Education
Campus Name:	

Needs Assessment Summary and Improvement Plan

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

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
? <Enter text>		? <Enter text>		? <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.		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?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <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?	<table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Data Analysis Process</td> <td><input type="checkbox"/> (Specific) Interventions</td> </tr> <tr> <td><input type="checkbox"/> Data Quality</td> <td><input type="checkbox"/> Annual Goals</td> </tr> <tr> <td><input type="checkbox"/> Appropriate Strategy</td> <td><input type="checkbox"/> CSF/ESEA Turnaround</td> </tr> <tr> <td><input type="checkbox"/> Identification of Root Cause</td> <td><input type="checkbox"/> Training</td> </tr> <tr> <td><input type="checkbox"/> Quarterly Planning Process</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Ongoing Monitoring and Interventions</td> <td></td> </tr> </table>	<input type="checkbox"/> Data Analysis Process	<input type="checkbox"/> (Specific) Interventions	<input type="checkbox"/> Data Quality	<input type="checkbox"/> Annual Goals	<input type="checkbox"/> Appropriate Strategy	<input type="checkbox"/> CSF/ESEA Turnaround	<input type="checkbox"/> Identification of Root Cause	<input type="checkbox"/> Training	<input type="checkbox"/> Quarterly Planning Process	<input type="checkbox"/> Other	<input type="checkbox"/> Ongoing Monitoring and Interventions		Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
<input type="checkbox"/> Data Analysis Process	<input type="checkbox"/> (Specific) Interventions																
<input type="checkbox"/> Data Quality	<input type="checkbox"/> Annual Goals																
<input type="checkbox"/> Appropriate Strategy	<input type="checkbox"/> CSF/ESEA Turnaround																
<input type="checkbox"/> Identification of Root Cause	<input type="checkbox"/> Training																
<input type="checkbox"/> Quarterly Planning Process	<input type="checkbox"/> Other																
<input type="checkbox"/> Ongoing Monitoring and Interventions																	
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>																

District Name:	School of Excellence in Education
Campus Name:	

Needs Assessment Summary and Improvement Plan

Problem Statement 8:	Annual Goal: ? <Enter text>
Root Cause 8:	Strategy: ? <Enter text>
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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 root cause impact the index/indicator/CSF? ? <Enter text>	

Interventions by Quarter

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

End of Quarter Reporting

District Name:	School of Excellence in Education
Campus Name:	

Needs Assessment Summary and Improvement Plan

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<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 did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

Problem Statement 9:		Annual Goal:	<Enter text>
Root Cause 9:		Strategy:	<Enter text>

Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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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	How will addressing this root cause impact the index/indicator/CSF? <Enter text>
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District Name:	School of Excellence in Education
Campus Name:	

Needs Assessment Summary and Improvement Plan

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| <input type="checkbox"/> | CSF 6-School Climate/ESEA TP: Improve School Environment |
| <input type="checkbox"/> | CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers |

Interventions by Quarter ?

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

End of Quarter Reporting

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

District Name:	School of Excellence in Education
Campus Name:	

Needs Assessment Summary and Improvement Plan

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

Provide the data that supports your 4th quarter status of this annual goal.	<i><Enter text></i>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<i><Enter text></i>
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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.	<i><Enter text></i>
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Problem Statement 10:	<i><Enter text></i>	Annual Goal:	<i><Enter text></i>
Root Cause 10:	<i><Enter text></i>	Strategy:	<i><Enter text></i>

Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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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 root cause impact the index/indicator/CSF? <i><Enter text></i>
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Interventions by Quarter

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

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

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	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>	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 success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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<p>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.</p>	<Enter text>
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FIR Sustainability Questions

If your campus is identified as formerly Improvement Required (FIR), please answer the following questions (before March 10, 2016) regarding the sustainability of strategies that led to your success.

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