

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	00000105	Cameron Dual Language Magnet

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:	Overall pass rate of 71% in the area of Science, with economically disadvantaged students having a pass rate of 62%, English Language Learners with a pass rate of 56% and Hispanic students with a pass rate of 71%. Cameron will focus on maintaining this positive growth in the area of science.	is occurring because of Root Cause #1	Root Cause 1:	Lack of teacher understanding for the instructional strategies needed to provide students with a strong vocabulary foundation in science concepts as well as hands-on activities.
	PS 2:	Overall pass rate of 54% in the area of Writing, with economically disadvantaged students having a pass rate of 52% and Hispanic students with a pass rate of 54%.	is occurring because of Root Cause #2	Root Cause 2:	The campus does not have a focused writing program in all grade levels PreK - 5.
	PS 3:	Overall pass rate of 67% in the area of Math, with economically disadvantaged students having a pass rate of 63% and Hispanic students with a pass rate of 76%. Cameron will focus on maintaining this positive growth in the area of Math.	is occurring because of Root Cause #3	Root Cause 3:	The campus does not have focused math skills-based instruction and monitoring.
	PS 4:	Overall pass rate of 63% in the area of reading, with economically disadvantaged students having a pass rate of 58% and Hispanic students with a pass rate of 63%. Cameron will focus on maintaining this positive growth in the area of reading.	is occurring because of Root Cause #4	Root Cause 4:	The teachers lack the skills to provide individualized instruction in reading skills.
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	<Enter text>
	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.

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:	Overall pass rate of 71% in the area of Science, with economically disadvantaged students having a pass rate of 62%, English Language Learners with a pass rate of 56% and Hispanic students with a pass rate of 71%. Cameron will focus on maintaining this positive growth in the area of science.	Annual Goal:	All students will have 75% pass rate on 2017 STAAR science; economically disadvantaged and ELL groups will achieve 65% .
Root Cause 1:	Lack of teacher understanding for the instructional strategies needed to provide students with a strong vocabulary foundation in science concepts as well as hands-on activities.	Strategy:	Improve teacher quality and leadership capacity in administration/staff through ongoing PD to improve the quality of instruction focusing on vocabulary and the scientific-method.
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input 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 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?	Through ongoing job embedded professional development, campus wide science vocabulary focus, and use of the new campus science lab, the level of rigor of lesson delivery will be improved; therefore, impacting individual student progress, closing the achievement gap and promoting high levels of learning which also increases post-secondary readiness.

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 the 1st nine weeks, 100% of teachers will have a word wall that incorporates the science vocabulary and will introduce their students to the use of the science lab.	Q2 Goal:	By the end of the 1st semester, 100% of science teachers will have attended one day of science professional development and implemented learned strategies.	Q3 Goal:	By the end of March, 100% of teachers will be executing at least one lab per week in their classroom as evident by lesson plans and walkthroughs. The campus administration and PSP will target monitor the LEP and special education population.	Q4 Goal:	By mid-June, campus leadership will review multiple data sources to determine the effectiveness of STEMScopes and ongoing PD to aid planning for 2017-18 school year.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Each classroom will introduce TEKS appropriate science vocabulary in their classroom.	1)	Students will be using STEMScopes to work on individual lessons.	1)	Administrators will conduct walkthroughs during science times.	1)	Students will be using STEMScopes to work on individual lessons.
2)	Each classroom will construct a TEKS appropriate science vocabulary word wall in their classroom/science lab.	2)	Administrators will conduct walkthroughs during science times.	2)	Classroom modeling of hands-on activities for each grade level.	2)	Administrators will conduct walkthroughs during science times.
3)	Teachers will introduce their students to the use of the science lab twice.	3)	STEMScopes will conduct a workshop to facilitate the program implementation.	3)	Lab will have supplies and process developed to order materials.	3)	Evaluation meeting to discuss program.
4)	Campus will work with Region 18 to schedule on-going PD throughout the year.	4)	Region 18 will conduct on-going PD with Teachers during PLC's and modeling sessions.	4)	Vertical team planning in the area of Science and discuss SIOP strategies in the Science classroom.	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)	Lesson Plans	1)	Usage reports	1)	Walkthroughs	1)	Usage reports with a focus on Special Education and ELL students
2)	Classroom observations	2)	Walkthroughs	2)	Sign-in Sheets	2)	Walkthroughs with a focus on observing Special Education and ELL students
3)	Master schedule	3)	Training Agenda	3)	Requisitions and Lab Supply List	3)	Meeting agenda and sign-in

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Needs Assessment Summary and Improvement Plan

4)	Contract for Consultant Services	4)	Contract for consultant services and schedule	4)	Sign-in Sheets	4)	
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End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		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 2017-2018 school year.	<Enter text>					

Problem Statement 2:	Overall pass rate of 54% in the area of Writing, with economically disadvantaged students having a pass rate of 52% and Hispanic students with a pass rate of 54%.	Annual Goal:	All students will have 65% pass rate on 2017 STAAR writing; Hispanic and economically disadvantaged groups will have a 65% pass rate.
Root Cause 2:	The campus does not have a focused writing program in all grade levels PreK - 5.	Strategy:	Improve teacher quality and leadership capacity in administration/staff through ongoing PD to utilize district resources and implement a focused writing program PreK-5.
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction		

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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	How will addressing this root cause impact the index/indicator/CSF?	Through ongoing job embedded professional development and implementation of a focused PreK - 5 campus writing program, all students and student groups will achieve the selected goal. <Enter text>
ESEA Turnaround Principles (TPs)	<input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership		
Major Systems	<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		

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 the 1st nine weeks, 100% of teachers will be teaching writing each day and training will be scheduled with Region 18.	Q2 Goal:	By the end of the 1st semester, 100% of students will be implementing mini-lessons during their guided reading time and feedback on the program will be provided to teachers.	Q3 Goal:	By the end of March, 100% of teachers will be incorporating writing vocabulary into all subject areas as evident by lesson plans and walkthroughs. The campus administration and PSP will target monitor the all students, Hispanic, and Economically Disadvantaged Students.	Q4 Goal:	By mid-July, campus leadership will review multiple data sources to determine the effectiveness of the on-going PD to aid planning for 2017-18 school year.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Summer writing training by Region 18.	1)	Writing tutoring groups developed.	1)	Writing modeling sessions provided by Region 18 with a focus on Economically Disadvantaged.	1)	Writing vertical team meets monthly.
2)	Writing Vertical Team Selected.	2)	Writing Vertical Team trained by Region 18 on a monthly basis.	2)	Writing will be implemented in other subjects.	2)	Meeting to discuss school's progress in writing with a focus on Economically Disadvantaged students.
3)	On-going writing training provided by Region 18.	3)	Monthly Writing Prompt.	3)	Campus Leadership will provide feedback concerning writing instruction to teachers with a focus on Economically Disadvantaged students.	3)	Monthly writing prompt.
4)	Monthly Writing Prompt implemented.	4)	Walkthroughs during writing instruction with feedback by administrators.	4)	Monthly Writing Prompt.	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)	Contract for consultant services	1)	Group rosters	1)	Contract for consultant services and schedule	1)	Meeting agenda and minutes
2)	Vertical writing team roster	2)	Meeting agenda and minutes	2)	Lesson Plans	2)	Meeting agenda and minutes
3)	Contract for consultant services and schedule	3)	Lesson Plans	3)	Walkthroughs	3)	Student work displayed in hall and lesson plans
4)	Student work displayed in hall and lesson plans	4)	Walkthroughs	4)	Student work displayed in hall and lesson plans	4)	
End of Quarter Reporting							
Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	

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Needs Assessment Summary and Improvement Plan

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>	

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 3:	Overall pass rate of 67% in the area of Math, with economically disadvantaged students having a pass rate of 63% and Hispanic students with a pass rate of 76%. Cameron will focus on maintaining this positive growth in the area of Math.	Annual Goal:	All students will have 75% pass rate on 2017 STAAR math; Hispanic and economically disadvantaged groups will have a 70% pass rate.
Root Cause 3:	The campus does not have focused math skills-based instruction and monitoring.	Strategy:	Improve teacher quality and leadership capacity in administration/staff through ongoing PD to improve math skills instruction and skills monitoring.
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 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	How will addressing this root cause impact the index/indicator/CSF?	Through ongoing campus professional development focusing on skills based instruction and monitoring to develop data driven spiral reviews resulting in increased individual student progress and closing the achievement gap between groups

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CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers

Interventions by Quarter

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Q1 Goal: By the end of the 1st nine weeks, grades 1-5 teachers will have implemented a skills based monitoring program.	Q2 Goal: By the end of the 1st semester, 100% of students will be implementing mini-lessons during their guided math time and feedback on the program will be provided to teachers.	Q3 Goal: By the end of March, 100% of teachers will use data to drive their instruction in the areas of Math Warm-ups, Mini-lessons, and Small group instruction.	Q4 Goal: By mid-July, campus leadership will review multiple data sources to determine the effectiveness of the skill based monitoring and instruction to aid planning for 2017-18 school year.
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Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
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<ol style="list-style-type: none"> 1) Purchase Formative Loop (math program for grades 2-5). 2) Set up classrooms and student in the Formative Loop program. 3) Train teachers and office aid on how to implement the Formative Loop program. 4) Discuss the use of the data from Formative Loop to drive small group instruction. 	<ol style="list-style-type: none"> 1) Walkthroughs during math instruction with feedback by administrators. 2) Training on the guided math framework and implementation during professional development. 3) Vertical Team Planning to discuss Math Warm-ups and Skill based instruction. 4) Training on skill based instruction using various data points to drive instruction. 	<ol style="list-style-type: none"> 1) Monitor class progress using Formative Loop. 2) Walkthroughs during math instruction with feedback by administrators. 3) Training on developing appropriate math warm-ups and spiral reviews. 4) First grade will be trained and implement Formative Loop in their classrooms. 	<ol style="list-style-type: none"> 1) 100% of students in Grade 1-5 monitored by Formative Loop. 2) Vertical Team meeting monthly. 3) 4)
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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?
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<ol style="list-style-type: none"> 1) Purchase Order 2) Class rosters 3) Agenda and Sign-in Sheets 4) Lesson Plans 	<ol style="list-style-type: none"> 1) Walkthroughs 2) Agenda, Sign-in Sheets 3) Agenda, Sign-in Sheets 4) Agenda, Sign-in Sheets 	<ol style="list-style-type: none"> 1) Formative Loop School Reports 2) Walkthroughs 3) Vertical Team Meeting agenda 4) Agenda and reports 	<ol style="list-style-type: none"> 1) Formative Loop School Reports 2) Agenda and Sign-in Sheets 3) 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	Q3 Report	Q4 Report
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Did you meet this quarter's goal?	Did you meet this quarter's goal?	Did you meet this quarter's goal?	Did you meet this quarter's goal?
Select	Select	Select	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.
<Enter text>	<Enter text>	<Enter text>	<Enter text>
Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Are you on track to meet the annual goal?
Select	Select	Select	Select

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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?	<Enter any additional information here>	<Enter any additional information here>
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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 4:	Overall pass rate of 63% in the area of reading, with economically disadvantaged students having a pass rate of 58% and Hispanic students with a pass rate of 63%. Cameron will focus on maintaining this positive growth in the area of reading.	Annual Goal:	All students will have 70% pass rate on 2017 STAAR reading; Hispanic and economically disadvantaged groups will have a 65% pass rate.
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Root Cause 4:	The teachers lack the skills to provide individualized instruction in reading skills.	Strategy:	Improve teacher quality and leadership capacity in administration/staff through ongoing PD to improve reading individualized instruction.
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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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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 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?	Through ongoing campus professional development focusing on individualized instruction by using formative assessments to drive small group instruction.
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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:	By the end of the 1st nine weeks, 100% of teachers will have completed balanced literacy training and implemented guided reading.	Q2 Goal:	By the end of the 1st semester, 100% of the teachers will be implementing small group instruction and relevant work stations during their guided reading time.	Q3 Goal:	By the end of March, teachers will use middle of the year reading data to monitor student growth and adjust their instruction and intervention plans.	Q4 Goal:	By mid-July, campus leadership will review multiple data sources to determine the effectiveness of the balanced literacy program to aid planning for 2017-18 school year.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	

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1) Training for balanced literacy and guided reading will be provided to new teachers at the New Teacher Academy. Others welcomed.	2) Train teachers on how to form small groups using multiple sources of data.	3) Assist teachers with data collection and organization.	4) Train teachers on resources to use during small group intervention and model small group instruction.	1) Walkthroughs during reading instruction with feedback by administrators.	2) Using data from Unit Assessments and Istation to drive whole group and small group instruction.	3) Writing vertical team meets monthly.		
				2) Training on the guided reading framework and implementation during New Teacher Academy. Others welcomed.			2) Walkthroughs during reading instruction with feedback by administrators.	2) Administrators will conduct walkthroughs during reading block.
				3) Using multiple data sources to develop appropriate small group interventions.			3) Vertical Team Planning to discuss campus wide deficiencies.	3) Evaluation meeting to discuss program.
				4) Vertical Team Planning to discuss campus wide deficiencies.			4) Teachers will assist students with data graphing and progress monitoring.	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) Agenda and sign-in sheets	2) Agenda and sign-in sheets	3) Data walls, binders, student data graphs	4) Agenda and sign-in sheets	1) Walkthroughs	2) Agenda, Sign-in Sheets	3) Lesson plans	4) Agenda, Sign-in Sheets	1) Data wall in data room	2) Walkthroughs	3) Agenda, sign-in sheets	4) Student graphs	1) Agenda and minutes	2) Walkthroughs with a focus on observing economic disadvantage students.	3) Meeting agenda and sign-in	4)

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	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	<input type="checkbox"/> Data Analysis Process	<input type="checkbox"/> (Specific) Interventions	Please provide additional information for the selection of Other or for any selected elements	<Enter text>
			<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		

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 18	068901	Ector County ISD	00000105	Cameron Dual Language Magnet

Needs Assessment Summary and Improvement Plan

		lack of success?	<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>

Problem Statement 5:		Annual Goal:	<Enter text>
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Root Cause 5:		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
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Critical Success Factors (CSFs)	<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
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	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?
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<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 18	068901	Ector County ISD	00000105	Cameron Dual Language Magnet

Needs Assessment Summary and Improvement Plan

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

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	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>	<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 6:		Annual Goal:	<Enter text>
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<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 18	068901	Ector County ISD	00000105	Cameron Dual Language Magnet

Needs Assessment Summary and Improvement Plan

Root Cause 6:	<input type="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		
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

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

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
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Needs Assessment Summary and Improvement Plan

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

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) 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>
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 7:		Annual Goal:	<Enter text>
Root Cause 7:	<Enter text>	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)	<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	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
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Needs Assessment Summary and Improvement Plan

Major Systems	<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			
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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)	1)	1)	1)	1)
2)	2)	2)	2)	2)	2)	2)	2)
3)	3)	3)	3)	3)	3)	3)	3)
4)	4)	4)	4)	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)	1)	1)	1)	1)
2)	2)	2)	2)	2)	2)	2)	2)
3)	3)	3)	3)	3)	3)	3)	3)
4)	4)	4)	4)	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>

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
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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>	

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>
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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 8:		Annual Goal:	<Enter text>
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Root Cause 8:	<Enter text>	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
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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?	<Enter text>
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Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
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<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
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Needs Assessment Summary and Improvement Plan

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 <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		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>	

End of Year Reporting

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
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Needs Assessment Summary and Improvement Plan

Provide the data that supports your 4th quarter status of this annual goal.	<i><Enter text></i>	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.	<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 9:		Annual Goal:	<i><Enter text></i>
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Root Cause 9:		Strategy:	<i><Enter text></i>
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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
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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)	
2)		2)		2)		2)	
3)		3)		3)		3)	

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
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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
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>	

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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<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 18	068901	Ector County ISD	00000105	Cameron Dual Language Magnet

Needs Assessment Summary and Improvement Plan

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 10:		Annual Goal:	<Enter text>
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Root Cause 10:		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
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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?	<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
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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"/>	1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>
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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?
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1) <input type="text"/> 2) <input type="text"/>	1) <input type="text"/> 2) <input type="text"/>	1) <input type="text"/> 2) <input type="text"/>	1) <input type="text"/> 2) <input type="text"/>
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<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 18	068901	Ector County ISD	00000105	Cameron Dual Language Magnet

Needs Assessment Summary and Improvement Plan

3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

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

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>					

FIR Sustainability Questions

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

What strategies, processes, and/or systems has the campus identified as making the greatest impact in moving the campus to a Met Standard rating?	<Enter text>
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<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068901	Ector County ISD	00000105	Cameron Dual Language Magnet

Needs Assessment Summary and Improvement Plan

What plans are in place to sustain these strategies, processes, and/or systems?	<Enter text>
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