Responses to these questions have been from the Contact-	Education	Service Center (ESC) Number:	District Number:		District Name:		Campus Number:	Campus Name:	
Intervention Information Tab		Region 18	068901		Ector County ISD		000000105	Cameron Dual Language Magnet	
			Needs Assess	sment S	Summary and Imp	oroven	nent Plan		
Definition /	Step 1: Clarify a Step 2: Establis Step 3: Gather o Step 4: Review Step 5: Root ca	and prioritize problem statements h the purpose of assessing root c data data analysis use analysis	ngs that results in a set of problem statements, the ne auses and establish the team feguard against planning or implementing strategies b				lentify root causes. The 5 steps of the ro	ot causes assessment include:	
	PS 1:	a pass rate of 62%, English Lan	area of Science, with economically disadvantaged stu- guage Learners with a pass rate of 56% and Hispanic on will focus on maintaining this positive growth in the	students	is occurring because of Root Cause #1	Root Cause 1:	Lack of teacher understanding for the in foundation in science concepts as well a	structional strategies needed to provide as hands-on activities.	students with a strong vocabulary
	PS 2:		area of Writing, with economically disadvantaged stud s students with a pass rate of 54%.	ents having	is occurring because of Root Cause #2	Root Cause 2:	The campus does not have a focused w	5.	
Problem Statements	PS 3:		area of Math, with economically disadvantaged studen tudents with a pass rate of 76%. Cameron will focus in the area of Math.		is occurring because of Root Cause #3	Root Cause 3:	The campus does not have focused ma	th skills-based instruction and monitoring	l.
(PS):	PS 4:		area of reading, with economically disadvantaged stud students with a pass rate of 63%. Cameron will focu in the area of reading.		is occurring because of Root Cause #4	Root Cause 4:	The teachers lack the skills to provide in		
Problem statements are carried over from	PS 5:				is occurring because of Root Cause #5	Root Cause 5:	<enter text=""></enter>		
Section VI of the Campus Data Analysis tab	PS 6:				is occurring because of Root Cause #6	Root Cause 6:	<enter text=""></enter>		
OR Section VI of the District Data Analysis	PS 7:				is occurring because of Root Cause #7	Root Cause 7:	<enter text=""></enter>		
Summary tab.	PS 8:				is occurring because of Root Cause #8	Root Cause 8:	<enter text=""></enter>		
	PS 9:				is occurring because of Root Cause #9	Root Cause 9:	<enter text=""></enter>		
	PS 10:				is occurring because of Root Cause #10	Root Cause 10:	<enter text=""></enter>		
Identified and Drieviti-	Dest Ores								

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.

Responses to these questions have been from the Contact-	Education S	ervice Center (ESC) Number:	District Number:	District Na		Ca	ampus Number:	Campus Name:	_		
Intervention Information Tab		Region 18	068901	Ector Coun	ty ISD		000000105	Cameron Dual Language Magnet			
			Needs Assess	sment Summary	and Improven	nent Pla	an				
Proble	em Statement 1:	62%, English Language Learner	area of Science, with economically disadvantaged stuc s with a pass rate of 56% and Hispanic students with sitive growth in the area of science.		Annual Goal:	All students w 65% .	vill have 75% pass rate or	2017 STAAR science; economically	disadvantaged and ELL groups will achieve		
	Root Cause 1:	Lack of teacher understanding for foundation in science concepts a	or the instructional strategies needed to provide studer is well as hands-on activities.	nts with a strong vocabulary	Strategy:	gy: 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:	Not Applicable	Index 1: Student Achievement	□ Index 2: Stud	dent Progress	Index 3: (Closing Achievement	Gaps ☑ Index	4: Postsecondary Readiness		
Critical Success Fact ESEA Turnaround Prin Major Systen	ciples (TPs)	 CSF 2-Quality D CSF 3-Leadersh CSF 4-Increase CSF 5-Family/C CSF 6-School C 	Academic Performance / ESEA TP: Strengthen the s hata to Drive Instruction/ESEA TP: Use of Data to Inf hip Effectiveness/ESEA TP: Provide Strong Leaders d Learning Time/ESEA TP: Redesigned School Cale ommunity Engagement/ESEA TP: Ongoing Family a flimate/ESEA TP: Improve School Environment Quality/ESEA TP: Ensure Effective Teachers	form Instruction hip əndar	How will addressing this impact the index/indic	ator/CSF?	use of the new campus s	cience lab, the level of rigor of lesson ant progress, closing the achievement	npus wide science vocabulary focus, and delivery will be improved; therefore, gap and promoting high levels of learning		

	Inte	terventions 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)						
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.	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 individua lessons.	Administrators will conduct walkthroughs during science times.	1) Students will be using STEMScopes to work on individual lessons.						
Each classroom will construct a TEKS 2) appropriate science vocabulary word wall in their classroom/science lab.	 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.	STEMScopes will conduct a workshop to facilitate the 3) 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						

Responses to these questions have been from the Contact-	Education	Service Center (ESC) Number:	District	Number:	District N	lame:	Campus Numb	er:	Campus Name:	
Intervention Information Tab		Region 18	068	3901	Ector Cour	nty ISD	000000105	Camero	n Dual Language Magnet	
				Needs Asses	sment Summary	and Improven	nent Plan			
4)	Contract for Cor	sultant Services	4)	Contract for consultant se	rvices and schedule	4)	Sign-in Sheets		4)	
					End of Quarter R	eporting			<u>_</u>	
Districts and 1st Year	Q1 Report IR campuses are quarter 1 (Q1) re	not required to complete the port.		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=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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?	r to <enter additional="" any="" here="" information=""></enter>			<enter additional="" any="" info<="" th=""><th colspan="2">What, if any, adjustments must be made in order to mee the annual goal?</th><th colspan="2"><enter additional="" any="" here="" information=""></enter></th><th><enter additional="" any="" infor<="" th=""><th>mation here></th></enter></th></enter>	What, if any, adjustments must be made in order to mee the annual goal?		<enter additional="" any="" here="" information=""></enter>		<enter additional="" any="" infor<="" th=""><th>mation here></th></enter>	mation here>
					End of Year Rep	porting				
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you <u>did</u> meet your ann what do you attribute yo If you <u>did not</u> meet your goal, to what do you attr lack of success?	ur success?	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Int	e 🗆 Training	Goals EA Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>	
	of success, will	ed elements and their impact inform/influence your planning	<enter text=""></enter>							
Proble	Problem Statement 2: Overall pass rate of 54% in the area of Writing, with economically disadvantaged students having a pass rate of 54%.				ents having a pass rate of 52%	Annual Goal:	All students will have 659 a 65% pass rate.	6 pass rate on 2017 STAA	R writing; Hispanic and ecor	nomically disadvantaged groups will have
	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 resol and implement a focused writing program PreK-5.				ongoing PD to utilize district resources
	Index Number:	Not Applicable	☑ Index 1:	Student Achievement	□ Index 2: Stu	dent Progress	Index 3: Closing A	chievement Gaps	☑ Index 4:	Postsecondary Readiness
		CSF 1-Improve	Academic Performance / I	ESEA TP: Strengthen the	School's Instruction					

Responses to these questions	Education S	ervice Center (ESC) Number:	District I	Number:	District N	ame:	C	ampus Number:	0	Campus Name:	
have been from the Contact- Intervention Information Tab		Region 18	068	901	Ector Cour	nty ISD		000000105	Cameron	Dual Language Magnet]
				Needs Assess	ment Summary	and Improven	nent Pl	an			
Critical Success Fact ESEA Turnaround Prir Major Syster	nciples (TPs)	CSF 3-Leadersh CSF 4-Increased CSF 5-Family/Cd CSF 6-School C	ip Effectiveness/ESEA TF I Learning Time/ESEA TP	School Environment	nip	How will addressing this impact the index/indic					plementation of a focused PreK - 5 ave the selected goal. <enter text=""></enter>
					Inte	rventions by Quarte	er				
		Dct) are required to provide, plished for quarter 1 (Q1).			Q3 (Fe	b, Mar)		Q4	(April, May, June)		
Q1 Goal:	teachers will be to	1st nine weeks, 100% of eaching writing each day and sheduled with Region 18.	O2 Cool	implementing mini-lessons	ster, 100% of students will be during their guided reading program will be provided to	Q3 Goal:	incorporating areas as evi The campus	f March, 100% of teachers writing vocabulary into all dent by lesson plans and w administration and PSP w III students, Hispanic, and ed Students.	subject valkthroughs. ill target	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 Intervention	ns		Q2 Interventions			Q3 Inter	ventions		(04 Interventions
,	Summer writing to	raining by Region 18. ream Selected.		Writing tutoring groups dev Writing Vertical Team train basis.	- 2)	with a focus	ling sessions provided by on Economically Disadvan e implemented in other su	tated.		Writing vertical team meets monthly. Meeting to discuss school's progress in writing with a focus on Economically	
3)	On-going writing	training provided by Region 18.	3)	Monthly Writing Prompt.		Campus Leadership will provide feedback 3) concerning writing instruction to teachers with a focus on Economically Disadvantaged students.			rs with a	3,	Disadvantaged students.
4)	Monthly Writing	Prompt implemented.	4)	Walkthroughs during writin administrators.	g instruction with feedback by	4)	Monthly Writ	ing Prompt.		4)	
What data will be c	ollected to monit	or interventions in Q1?	What data will	be collected to monitor in	terventions in Q2?	What data will be	e collected to	monitor interventions in	Q3?	What data was colled	ted to monitor interventions in Q4?
1)	Contract for cons	ultant services	1)	Group rosters		1)	Contract for	consultant services and sc	hedule	1)	Meeting agenda and minutes
2)	Vertical writing te	eam roster	2)	Meeting agenda and minut	es	2)	Lesson Plan	5		2,	Meeting agenda and minutes
3)	3) Contract for consultant services and schedule			3) Lesson Plans			Walkthrough	s		3)	Student work displayed in hall and lesson plans
4)	Student work disp	played in hall and lesson plans	4)	4) Walkthroughs			Student work	displayed in hall and less	on plans	4)	
					End of Quarter R	eporting					
Districts and 1st Year	Q1 Report IR campuses are no quarter 1 (Q1) rep	ot required to complete the oort.	Q2 Report		Q3 Report					Q4 Report	

Responses to these questions have been from the Contact-	Education S	Service Center (ESC) Number:	District I	Number:		District N	lame:		C	Campus Numbe	er:		Campus Name:	
Intervention Information Tab		Region 18	068	3901		Ector Cou	nty ISD			000000105		Camero	n Dual Language Magnet	
				Needs A	Assess	sment Summary	and Imp	roven	nent Pla	an				
Did you meet this quarter's goal?	Select		Did you meet this quarter's goal?	Select			Did you meet t 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=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the da evidence that meeting or ma progress towa quarterly goal	supports king rd this	<enter text=""></enter>				Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select			Are you on tra meet the annu		Select				Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<enter addit<="" any="" th=""><th>ional information here></th><th colspan="4">What, if any, adjustments must be made in order to meet the annual goal?</th><th>What, if any, adjustments n made in order the annual goa</th><th>to meet</th><th><enter a<="" any="" th=""><th colspan="3"><enter additional="" any="" here="" information=""></enter></th><th><enter additional="" any="" info<="" th=""><th>mation here></th></enter></th></enter></th></enter>	ional information here>	What, if any, adjustments must be made in order to meet the annual goal?				What, if any, adjustments n made in order the annual goa	to meet	<enter a<="" any="" th=""><th colspan="3"><enter additional="" any="" here="" information=""></enter></th><th><enter additional="" any="" info<="" th=""><th>mation here></th></enter></th></enter>	<enter additional="" any="" here="" information=""></enter>			<enter additional="" any="" info<="" th=""><th>mation here></th></enter>	mation here>
			End of Year Rep	oorting		•				•				
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>	If you did meet your annual goal, to what do you attribute your success? Data Quality If you did not meet your annual goal, to what do you attribute your success? Appropriate Strategy If you did not meet your annual goal, to what do you attribute your lack of success? Identification of Root Quarterly Planning P Data Quality			-		Annual Goals CSF/ESEA Turnaround addition Training Other		Please provid additional info for the selecti Other or for a selected elem	nformation ction of <enter text=""> r any</enter>				
	of success, will i	ed elements and their impact nform/influence your planning	<enter text=""></enter>											
Proble	m Statement 3:	Overall pass rate of 67% in the a and Hispanic students with a pa- Math.					Annual C	oal:	All students v 70% pass rat		pass rate on 2	017 STAAR	R math; Hispanic and econo	mically disadvantaged groups will have a
	Root Cause 3:	The campus does not have focu	sed math skills-based instr	uction and mon	nitoring.		Strate	ıy:		cher quality and skills mon		pacity in a	dministration/staff through c	ongoing PD to improve math skills
	Index Number: D Not Applicable D Index 1: Student Achievement D Index					☑ Index 2: Stu	dent Progress	Z	Index 3:	Closing Ac	hievement Ga	ips	☑ Index 4:	Postsecondary Readiness
Image: Critical Success Factors (CSFs) Image: CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction Critical Success Factors (CSFs) Image: CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ESEA Turnaround Principles (TPs) Image: CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar Major Systems Image: CSF 6-School Climate/ESEA TP: Improve School Environment				istruction	How will addre impact the ind			develop data		views resu		kills based instruction and monitoring to student progress and closing the		

Responses to these questions have been from the Contact-	Education Service Cente	er (ESC) Number:	District I	Number:	District Na	ame:	C	ampus Number:		Campus Name:		
Intervention Information Tab	Region 1	18	068	901	Ector Coun	ty ISD		000000105	Camero	n Dual Language Magnet		
			l	Needs Assess	ment Summary	and Improven	nent Pla	an				
	v c	CSF 7-Teacher Quality	/ESEA TP: Ensure Effecti	ive Teachers								
					Inter	ventions by Quarte	luarter					
Districts and 1st Y at a minimum, the int	Q1 (Aug, Sept, Oct) ear IR campuses are required erventions accomplished for	d to provide, r quarter 1 (Q1).		Q2 (Nov, Dec, Jan)			Q3 (Fe	b, Mar)		Q4 (April, May, June)		
Q1 Goal:	By the end of the 1st nine w teachers will have implement monitoring program.	weeks, grades 1-5 ented a skills based	Q2 Goal:		ester, 100% of students will be during their guided math time am will be provided to					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.	
	Q1 Interventions			Q2 Interventions			Q3 Inter	ventions			Q4 Interventions	
1)	Purchase Formative Loop (grades 2-5).	(math program for	1)	Walkthroughs during math administrators.	instruction with feedback by	1)	Monitor class	s progress using Formative	Loop.	1)	100% of students in Grade 1-5 monitored by Formative Loop.	
2)	Set up classrooms and stuc Loop program.	dent in the Formative	2)	2) Training on the guided math framework and implementation during professional development.		2)	2) Walkthroughs during math instruction with feedback by administrators.			2)	Vertical Team meeting monthly.	
3)	Train teachers and office air implement the Formative Lo		3)	Vertical Team Planning to Skill based instruction.	3) Training on developing appropriate math warm-ups and spiral reviews.			h warm-ups	3)			
4)	4) Discuss the use of the data from Formative Loo to drive small group instruction.		4)	Training on skill based inst points to drive instruction.	4)	First grade w Loop in their	vill be trained and implement classrooms.	nt Formative	4)			
What data will be c	ollected to monitor interve	entions in Q1?	What data will	be collected to monitor in	nterventions in Q2?	What data will be	e collected to	monitor interventions in	Q3?	What data was colled	cted to monitor interventions in Q4?	
1)	Purchase Order		1)	Walkthroughs		1)	Formative Lo	oop School Reports		1)	Formative Loop School Reports	
2)	Class rosters		2)	Agenda, Sign-in Sheets		2) Walkthroughs		Valkthroughs		2)	Agenda and Sign-in Sheets	
3)	Agenda and Sign-in Sheets	5	3)	Agenda, Sign-in Sheets		3)	Vertical Tear	n Meeting agenda		3)		
4)	Lesson Plans		4)	Agenda, Sign-in Sheets		4)	Agenda and	reports		4)		
					End of Quarter Re	eporting						
Districts and 1st Year	Q1 Report R campuses are not required quarter 1 (Q1) report.	d to complete the		Q2 Report			Q3 R	eport			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=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<pre>ts <enter text=""> pi </enter></pre>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	
Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?				Did you meet your annual goal?	Select				

Responses to these questions have been from the Contact-	Education S	ervice Center (ESC) Number:	District	Number:	District N	lame:	Campus Num	ber:	Campus Name:	
Intervention Information Tab		Region 18	068	8901	Ector Cou	nty ISD	000000105	Camero	on Dual Language Magnet	
				Needs Asses	sment Summary	and Improven	nent Plan			
What, if any, adjustments must be made in order to meet the annual goal?	<enter additi<="" any="" th=""><th>onal information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" infe<="" th=""><th>ormation here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" inf<="" th=""><th>ormation here></th><th><enter additional="" any="" in<="" th=""><th>formation here></th></enter></th></enter></th></enter></th></enter>	onal information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" infe<="" th=""><th>ormation here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" inf<="" th=""><th>ormation here></th><th><enter additional="" any="" in<="" th=""><th>formation here></th></enter></th></enter></th></enter>	ormation here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" inf<="" th=""><th>ormation here></th><th><enter additional="" any="" in<="" th=""><th>formation here></th></enter></th></enter>	ormation here>	<enter additional="" any="" in<="" th=""><th>formation here></th></enter>	formation here>
			-		End of Year Re	porting		-		
Provide the data that supports your 4th quarter status of this annual goal.	ports your 4th arter status of this <= Enter text> If you did not meet your a				Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Int	Annual CSF/ES Training Other	EA Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>	
	f success, will in ear.	d elements and their impact nform/influence your planning Overall pass rate of 63% in the a		mianth, dianak unata ana data	data buing a page rate of 500					
Proble		and Hispanic students with a par reading.				f Annual Goal:	Goal: All students will have 70% pass rate on 2017 STAAR read have a 65% pass rate.			conomically disadvantaged groups will
	Root Cause 4:	The teachers lack the skills to pr	ovide individualized instruc	tion in reading skills.		Strategy:	Improve teacher quality individualized instruction		dministration/staff through	n ongoing PD to improve reading
	Index Number:	Not Applicable	☑ Index 1:	Student Achievement	Index 2: Stu	ident Progress	Index 3: Closing A	chievement Gaps	☑ Index	4: Postsecondary Readiness
Critical Success Facto ESEA Turnaround Prino Major System	ciples (TPs)	 CSF 2-Quality Data to CSF 3-Leadership Eff CSF 4-Increased Lear CSF 5-Family/Commu CSF 6-School Climate 	mic Performance / ESEA Drive Instruction/ESEA T ectiveness/ESEA TP: Provining Time/ESEA TP: Redu nity Engagement/ESEA TI /ESEA TP: Improve Schoo y/ESEA TP: Ensure Effect	P: Use of Data to Inform vide Strong Leadership esigned School Calendar P: Ongoing Family and C pl Environment	Instruction	How will addressing this impact the index/indicate		ngoing campus professional ssessments to drive small g		individualized instruction by using
							er			
Districts and 1st Ye	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)		c	94 (April, May, June)
Q1 Goal:	Q1 Goal: teachers will have completed balanced literacy Q2 Goal: be implem				nester, 100% of the teachers wil roup instruction and relevant r guided reading time.	Q3 Goal:	By the end of March, tea year reading data to mo adjust their instruction a		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

Responses to these questions	Education Service Center (ESC) Number:	District I	Number:	District N	ame:	Campus Numb	er:	Campus Name:	
have been from the Contact- Intervention Information Tab	Region 18	068	3901	Ector Court	ty ISD	000000105	Camero	n Dual Language Magnet]
			Needs Assess	ment Summary	and Improver	ment Plan			_
1)	Training for balanced literacy and guided reading will be provided to new teachers at the New Teacher Academy. Others welcomed.	1)	Walkthroughs during readi administrators.	ng instruction with feedback by	1)	Using data from Unit Ass drive whole group and sm		1)	Writing vertical team meets monthly.
2)	Train teachers on how to form small groups using multiple sources of data.	2)	Training on the guided rea implementation during New welcomed.	ding framework and w Teacher Academy. Others	2)	Walkthroughs during read	ling instruction with rs.	2]	Administrators will conduct walkthroughs during reading block.
3)	Assist teachers with data collection and organization.	3)	Using multiple data source group interventions.	es to develop appropriate small	3)	Vertical Team Planning to deficiencies.	o discuss campus wide	3)	Evaluation meeting to discuss program.
4)	Train teachers on resources to use during small group intervention and model small group instruction.	4)	Vertical Team Planning to deficiencies.	discuss campus wide	4)	4) Teachers will assist students with data graphing and progress monitoring.			
What data will be c	ollected to monitor interventions in Q1?	What data will	be collected to monitor in	nterventions in Q2?	What data will b	e collected to monitor int	What data was colled	cted to monitor interventions in Q4?	
1)	Agenda and sign-in sheeets	1)	Walkthroughs		1)) Data wall in data room		1)	Agenda and minutes
2)	Agenda and sign-in sheets	2)	Agenda, Sign-in Sheets		2,) Walkthroughs		2)	Walkthroughs with a focus on observing economic disadvantage students.
3)	Data walls, binders, student data graphs	3)	Lesson plans		3)) Agenda, sign-in sheets		3)	Meeting agenda and sign-in
4)	4) Agenda and sign-in sheets				4)) Student graphs		4)	
		•		End of Quarter Re	eporting				
Districts and 1st Year	Q1 Report 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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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 additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" infor<="" td=""><td>mation here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" info<="" td=""><td>rmation here></td><td><enter additional="" any="" info<="" td=""><td>rmation here></td></enter></td></enter></td></enter>	mation here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" info<="" td=""><td>rmation here></td><td><enter additional="" any="" info<="" td=""><td>rmation here></td></enter></td></enter>	rmation here>	<enter additional="" any="" info<="" td=""><td>rmation here></td></enter>	rmation here>
			-	End of Year Rep	orting				
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>	If you did meet your annual goal, to what do you attribute your success? Data Analysis Process If you did not meet your annual goal, to what do you attribute your Data Quality If you did not meet your annual goal, to what do you attribute your Identification of Root Cause			Annual CSF/ES	SEA Turnaround	Please provide additional information for the selection of Other or for any selected elements	<enter text=""></enter>	

have been from the Contact-	Service Center (ESC) Number:	District Numbe	er:	District N		Campus Number: 000000105 Cam			Campus Name:	
Intervention Information Tab	Region 18	068901	ade Aeeee	Ector Courses		nent Pla		Camero	on Dual Language Magnet	
		lack of success?		Quarterly Planning Process Ongoing Monitoring and Int	D Other					
Provide information as to how the identii on your success, or lack of success, wil for the 2016-2017 school year.		<enter text=""></enter>								
Problem Statement 5	:				Annual Goal:	<enter text=""></enter>				
Root Cause 5	Enter text>		Strategy: <enter text=""></enter>							
Index Number	□ Index 2: Stu	dent Progress	Index 3: (Closing Achieven	nent Gaps	□ Index 4:	Postsecondary Readiness			
CSF 1-Improve Academic Performance / ESEA TP: Streng Critical Success Factors (CSFs) CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of CSF 3-Leadership Effectiveness/ESEA TP: Provide Stron ESEA Turnaround Principles (TPs) Major Systems CSF 5-Family/Community Engagement/ESEA TP: Ongoin CSF 6-School Climate/ESEA TP: Improve School Environ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teach				struction	How will addressing this impact the index/indicate		<enter text=""></enter>			
		T		Inte	rventions by Quarte	er			T	
Q1 (Aug, Sept Districts and 1st Year IR campuse at a minimum, the interventions acco	s are required to provide,		Q2 (Nov, Dec, Jan)			Q3 (Feb	, Mar)		Q4	(April, May, June)
Q1 Goal:		Q2 Goal:			Q3 Goal:				Q4 Goal:	
Q1 Intervent	ions		Q2 Interventions			Q3 Interv	entions		c	24 Interventions
1) 2) 3)	2)				1) 2) 				3)	
4) What data will be collected to more	4) 4) What data will be collected to monitor interventions in Q1? What data will be collected to			nterventions in Q2?	4) What data will be	e collected to	monitor interventio	ons in Q3?	4) What data was collect	ted to monitor interventions in Q4?

Responses to these questions	Education Service Center (ESC) Number:	District Number:			ame:	Campus Numbe	ər:	Campus Name:	
have been from the Contact- Intervention Information Tab	Region 18	068	901	Ector Coun	nty ISD	000000105	Camero	n Dual Language Magnet]
			Needs Assess	sment Summary	and Improven	nent Plan			-
1)		1) 2)			1)			- 2)	
3)		3)			3)			3)	
		.,		End of Quarter Re	"			.,	
Districts and 1st Year I	Q1 Report R campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		shorring	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?	<enter text=""></enter>	lect	Did you meet this quarter's goal?	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.	e that supports or making s toward this					Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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?	Se	lect	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" infor<="" th=""><th></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" info<="" th=""><th>rmation here></th><th><enter additional="" any="" info<="" th=""><th>mation here></th></enter></th></enter></th></enter>		What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" info<="" th=""><th>rmation here></th><th><enter additional="" any="" info<="" th=""><th>mation here></th></enter></th></enter>	rmation here>	<enter additional="" any="" info<="" th=""><th>mation here></th></enter>	mation here>
				End of Year Rep	oorting				
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>	If you <u>did</u> meet your ann what do you attribute yo If you <u>did not</u> meet your goal, to what do you attri lack of success?	annual	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Inte	s D Other			<enter text=""></enter>	
	how the identified elements and their impact of success, will inform/influence your planning year.	<enter text=""></enter>					· · · · · · · · · · · · · · · · · · ·	·	
Proble	em Statement 6:				Annual Goal: <enter text=""></enter>				

Responses to these questions Education	n Service Center (ESC) Number:	District	Number:	District Na	ame:	Campus Number:	Campus Name:		
have been from the Contact- Intervention Information Tab	Region 18	068	3901	Ector Coun	ty ISD	000000105	Cameron Dual Language Magnet		
			Needs Assess	sment Summary	and Improven	nent Plan			
Root Cause 6	: «Enter text»				Strategy:	<enter text=""></enter>			
Index Number	[∵] □ Not Applicable	□ Index 1:	Student Achievement	□ Index 2: Stud	lent Progress	Index 3: Closing Achievement (Gaps □ Index	4: Postsecondary Readiness	
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	ESEA Turnaround Principles (TPs) CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar How will addressing this root cause impact the index/indicator/CSF? Enter text> Major Systems CSF 6-School Climate/ESEA TP: Improve School Environment How will addressing this root cause impact the index/indicator/CSF? Enter text> Major Systems CSF 6-School Climate/ESEA TP: Improve School Environment Environment Log School Climate/ESEA TP: Ensure Effective Teachers How will addressing this root cause Enter text>								
		-		Inter	ventions by Quarte	er			
Q1 (Aug, Sept Districts and 1st Year IR campuse at a minimum, the interventions acco	s are required to provide,		Q2 (Nov, Dec, Jan)			Q3 (Feb, Mar)	c	Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:			Q3 Goal:		Q4 Goal:		
Q1 Intervent	ions		Q2 Interventions			Q3 Interventions		Q4 Interventions	
1) 2) 3) 4)		1) 2) 3) 4)	3)		1) 2) 3) 4)			1) 2) 3) 4)	
What data will be collected to mo	nitor interventions in Q1?	What data will	be collected to monitor i	nterventions in Q2?	What data will be	e collected to monitor interventions in	Q3? What data was coll	ected to monitor interventions in Q4?	
1) 2) 3) 4)		1) 2) 3) 4)			1) 2) 3) 4)			1) 2) 3) 4)	
				End of Quarter Re	porting				

Responses to these questions have been from the Contact- Intervention Information Tab	Education S	Service Center (ESC) Number:		District Number: 068901		ame:	Campus Numbe		Campus Name:		
mervenion mjormation rab		Region to			Ector Cour			Camero	ni Duai Language wagnet	J	
Districts and 1st Year	Q1 Report IR campuses are r quarter 1 (Q1) rej	not required to complete the port.		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	
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	
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 addit<="" any="" th=""><th>ional information here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" infor<="" th=""><th>mation here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" info<="" th=""><th>rmation here></th><th colspan="2"><enter additional="" any="" here="" information=""></enter></th></enter></th></enter></th></enter>	ional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" infor<="" th=""><th>mation here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" info<="" th=""><th>rmation here></th><th colspan="2"><enter additional="" any="" here="" information=""></enter></th></enter></th></enter>	mation here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" info<="" th=""><th>rmation here></th><th colspan="2"><enter additional="" any="" here="" information=""></enter></th></enter>	rmation here>	<enter additional="" any="" here="" information=""></enter>		
	End of Year Reporting										
Provide the data that supports your 4th quarter status of this annual goal.	supports your 4th quarter status of this <pre><enter text=""></enter></pre>			If you did meet your annual goal, to what do you attribute your success? Data Analysis Process If you did not meet your annual goal, to what do you attribute your success? Appropriate Strategy If you did not meet your annual goal, to what do you attribute your lack of success? Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Interview			c) Interventions Goals EA Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>		
	of success, will i	ed elements and their impact nform/influence your planning	ts and their impact uence your planning <enter text=""></enter>								
Proble	em Statement 7:					Annual Goal:	<enter text=""></enter>				
	Root Cause 7: Enter leas					Strategy:	<enter text=""></enter>				
	Index Number: D Not Applicable D Index 1: Student Achievement D Index 2:				□ Index 2: Stu	dent Progress	Index 3: Closing Ac	hievement Gaps	Index 4:	Postsecondary Readiness	
Critical Success Fact	tors (CSFs)	CSF 2-Quality Data to		TP: Strengthen the Schoo P: Use of Data to Inform Ir vide Strong Leadership							
ESEA Turnaround Prir	nciples (TPs)	CSF 4-Increased Lea	CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar				How will addressing this root cause impact the index/indicator/CSF?				

Responses to these questions	Education S	Service Center (ESC) Number:	District I	Number:	District Na	ame:	C	Campus Number:		Campus Name:	
have been from the Contact- Intervention Information Tab		Region 18	068	8901	Ector Coun	ty ISD		000000105	Camero	n Dual Language Magnet	
				Needs Assess	ment Summary	and Improven	nent Pl	an			
Major System	ns	CSF 5-Family/Commu	inity Engagement/ESEA Th	P: Ongoing Family and Cor	mmunity Engagement						
		CSF 6-School Climate	nate/ESEA TP: Improve School Environment								
		CSF 7-Teacher Qualit	y/ESEA TP: Ensure Effect	ive Teachers							
						ventions by Quarte	er				
Districts and 1st Y	Q1 (Aug, Sept, o ear IR campuses a erventions accom	Dct) are required to provide, plished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)			Q3 (Fe	b, Mar)		Q4	(April, May, June)
Q1 Goal:			Q2 Goal:			Q3 Goal:				Q4 Goal:	
	Q1 Interventio	ns		Q2 Interventions			Q3 Inter	ventions		G	4 Interventions
1)			1)			1)				1)	
2)			2)			2)				2)	
3)	3)		3)			3)				3)	
4)			4)			4)				4)	
What data will be c	ollected to monit	tor interventions in Q1?	What data will	be collected to monitor in	nterventions in Q2?	What data will be	e collected to	monitor interventions in	Q3?	What data was collec	ted to monitor interventions in Q4?
1)			1)			1)				1)	
2)			2)			2)				2)	
3)			3)			3)				3)	
4)			- 4)			4)				4)	
					End of Quarter Re	porting					
Districts and 1st Year I	Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.			Q2 Report			Q3 R	eport			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=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>

Responses to these questions have been from the Contact-	Education S	Service Center (ESC) Number:	District	Number:	District N	lame:	Campus Numbe	ər:	Campus Name:	
Intervention Information Tab		Region 18	06	3901	Ector Cou	nty ISD	000000105	Came	ron Dual Language Magnet	
				Needs Assess	sment Summary	and Improven	nent Plan			-
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?	ust be made in order to <enter additional="" any="" here="" information=""></enter>		What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>		What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" info<="" th=""><th>rmation here></th><th colspan="2"><enter additional="" any="" here="" information=""></enter></th></enter>	rmation here>	<enter additional="" any="" here="" information=""></enter>	
					End of Year Rep	porting				
Provide the data that supports your 4th quarter status of this annual goal.	Provide the data that supports your 4th quarter status of this annual goal. <enter text=""></enter>					Annual CSF/ES Training Other	EA Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>	
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. Problem Statement 8:					Annual Goal:	<enter text=""></enter>				
	Root Cause 8:	<enter text=""></enter>				Strategy:	<enter text=""></enter>			
	Index Number:	Not Applicable	□ Index 1:	Student Achievement	□ Index 2: Stu	ident Progress	Index 3: Closing Ac	hievement Gaps	□ Index 4	Postsecondary Readiness
Critical Success Factors (CSFs) CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction Critical Success Factors (CSFs) CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ESEA Turnaround Principles (TPs) CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership Major Systems CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers				How will addressing this impact the index/indicate						
					Inte	rventions by Quarte	er			
		Oct) are required to provide, plished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)			Q3 (Feb, Mar)		Q4	(April, May, June)

Responses to these questions have been from the Contact-	Education Service Center (ESC) Number:	District	Number:	District Na	ame:	Campus Number:		Campus Name:		
Intervention Information Tab	Region 18	068	901	Ector Coun	ty ISD	000000105	Camero	ron Dual Language Magnet		
			Needs Assess	sment Summary	and Improven	nent Plan				
Q1 Goal:		Q2 Goal:			Q3 Goal:			Q4 Goal:		
	Q1 Interventions	Q2 Interventions				Q3 Interventions		(24 Interventions	
1)		-			-			1)		
2) 3)		3)						3)		
4)		4)	4)		4)			4)		
What data will be c	ollected to monitor interventions in Q1?	What data will	be collected to monitor in	nterventions in Q2?	What data will be	e collected to monitor interventions in	Q3?	What data was colled	cted to monitor interventions in Q4?	
1)		1)			1)			1)		
2)		2)			2)			- 2)		
4)		- 4)			- 4)			- 4)		
				End of Quarter Re	eporting					
Districts and 1st Year	Q1 Report R 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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	
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 <enter additional="" any="" here="" information=""> What, if any, adjustments must be made in order to meet the annual goal? <enter additional="" any="" here="" information=""></enter></enter>				rmation here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>		<enter additional="" any="" info<="" td=""><td>rmation here></td></enter>	rmation here>	
		•		End of Year Rep	orting					

Responses to these questions have been from the Contact-	-		District I		District N		Campus Nur		Campus Name:	
Intervention Information Tab		Region 18	068		Ector Could Sment Summary		nent Plan	5 Cam	eron Dual Language Magnet	
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you <u>did</u> meet your ann what do you attribute you If you <u>did not</u> meet your goal, to what do you attri lack of success?	ual goal, to	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Int	(Specific Annual CSF/ES Training Other	c) Interventions Goals SEA Turnaround	Please provide additional informatior for the selection of Other or for any selected elements.	<enter text=""></enter>	
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.										
Proble	em Statement 9:					Annual Goal:	<enter text=""></enter>			
	Root Cause 9:	<enter text=""></enter>				Strategy:	<enter text=""></enter>			
	Index Number: D Not Applicable			Student Achievement	□ Index 2: Stu	dent Progress	Index 3: Closing	Achievement Gaps	□ Index 4:	Postsecondary Readiness
ESEA Turnaround Prir	Image: CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction Image: Critical Success Factors (CSFs) Image: CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction Image: CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership Image: CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership Image: CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership Image: CSF 3-Leadership Effectiveness/ESEA TP: Redesigned School Calendar Image: CSF 3-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement Image: CSF 3-Family/Community Engagement/ESEA TP: Improve School Environment Image: CSF 3-Teacher Quality/ESEA TP: Ensure Effective Teachers				nstruction	How will addressing this impact the index/indicate		xt>		
					Inte	rventions by Quarte	er		-	
Districts and 1st Y at a minimum, the inf	Q1 (Aug, Sept, Year IR campuses terventions accon	Oct) are required to provide, plished for quarter 1 (Q1).	Q2 (Nov, Dec, Jan)				Q3 (Feb, Mar)		Q4	(April, May, June)
Q1 Goal:	11 Goal: Q2 Goal:				Q3 Goal:		Q4 Goal:			
	Q1 Interventio	ns		Q2 Interventions			Q3 Interventions			A4 Interventions
1) 2)	1) 1) 2) 2) 2) 2) 2) 2) 2) 2) 2) 2) 2) 2) 2)		1)			2)				
3))		3)			3)			3)	

Responses to these questions have been from the Contact-	Education Service Center (ESC) Number:	District	Number:	District N	lame:	Campus Numbe	ər:	Campus Name:	l
Intervention Information Tab	Region 18	068	901	Ector Cour	nty ISD	000000105	Camero	n Dual Language Magnet	
			Needs Assess	ment Summary	and Improven	nent Plan			
4)		4)			4)			4)	
What data will be c	ollected to monitor interventions in Q1?	What data will	be collected to monitor in	nterventions in Q2?	What data will be	e collected to monitor inte	erventions in Q3?	What data was colled	cted to monitor interventions in Q4?
1)		1)			1)			1)	
2)		2)			2)			2)	
3)		3)			3)			3)	
4)		4)			4)			4)	
				End of Quarter R	eporting			•	
Districts and 1st Year	Q1 Report R campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report	eport 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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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 additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" infor<="" th=""><th>mation here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" info<="" th=""><th>rmation here></th><th><enter additional="" any="" info<="" th=""><th>rmation here></th></enter></th></enter></th></enter>	mation here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" info<="" th=""><th>rmation here></th><th><enter additional="" any="" info<="" th=""><th>rmation here></th></enter></th></enter>	rmation here>	<enter additional="" any="" info<="" th=""><th>rmation here></th></enter>	rmation here>
				End of Year Rep	porting				
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>	If you <u>did</u> meet your ann what do you attribute yo If you <u>did not</u> meet your goal, to what do you attr lack of success?	annual	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Inte	Annual CSF/ES Training Other	EA Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>	

Responses to these questions have been from the Contact-	Education	Service Center (ESC) Number:	District I	Number:	District N	ame:	C	Campus Number:	(Campus Name:	
Intervention Information Tab		Region 18	068	3901	Ector Court	nty ISD		000000105	Cameron	n Dual Language Magnet	
				Needs Assess	sment Summary	and Improven	nent Pl	an			
	of success, will i	ed elements and their impact nform/influence your planning	<enter text=""></enter>								
Probler	m Statement 10:					Annual Goal:	<enter text=""></enter>				
	Root Cause 10:	<enter text=""></enter>				Strategy:	<enter text=""></enter>				
	Index Number:	Not Applicable	□ Index 1:	Student Achievement	□ Index 2: Stud	dent Progress	Index 3:	Closing Achievement C	Gaps	□ Index 4:	Postsecondary Readiness
CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction Critical Success Factors (CSFs) CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ESEA Turnaround Principles (TPs) CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership Major Systems CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers					How will addressing this impact the index/indicate	root cause or/CSF?	<enter text=""></enter>				
-					Inter	ventions by Quarte	er	1			
Districts and 1st Y at a minimum, the int	Q1 (Aug, Sept, 'ear IR campuses terventions accom	Oct) are required to provide, plished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)			Q4 (April, May, June)		
Q1 Goal:			Q2 Goal:			Q3 Goal:				Q4 Goal:	
	Q1 Interventio	ns		Q2 Interventions			Q3 Inter	ventions		Q	4 Interventions
1) 2)			- 2)			2)				1) 2)	
3)	3) 3)					3)				3)	
4)	4)		4)			4)				4)	
What data will be c	What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?			What data will be	e collected to	monitor interventions in	Q3?	What data was collect	ed to monitor interventions in Q4?
1)			1)		1)				1)		
2)			2)			2)				2)	

Responses to these questions have been from the Contact-	Education Service Center (ESC) Number:	District	Number:	District N	ame:	Campus Numb	er:	Campus Name:	
Intervention Information Tab	Region 18	068	901	Ector Cour	nty ISD	000000105	Camero	on Dual Language Magnet]
			Needs Assess	sment Summary	and Improver	nent Plan			_
3)		3)			3)			3)	
4)		4)			4)			4	
				End of Quarter Re	eporting				
Districts and 1st Year I	Q1 Report R 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?			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=""></enter>	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>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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 additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" info<="" td=""><td>mation here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" info<="" td=""><td>rmation here></td><td><enter additional="" any="" info<="" td=""><td>rmation here></td></enter></td></enter></td></enter>	mation here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" info<="" td=""><td>rmation here></td><td><enter additional="" any="" info<="" td=""><td>rmation here></td></enter></td></enter>	rmation here>	<enter additional="" any="" info<="" td=""><td>rmation here></td></enter>	rmation here>
				End of Year Rep	oorting			-	
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>	If you did meet your annual goal, to what do you attribute your success? Data Analysis Process If you did not meet your annual goal, to what do you attribute your success? Appropriate Strategy If you did not meet your annual goal, to what do you attribute your lack of success? Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Interview		CSF/ESEA Turnaround additional in for the selection Training Other or for selected election Other		Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>		
	how the identified elements and their impact of success, will inform/influence your planning rear.	<enter text=""></enter>							

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=""></enter>
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Responses to these questions have been from the Contact- Intervention Information Tab	Education Service Center (ESC) Number: Region 18	District Number: 068901	District Name: Ector County ISD	Campus Number: 000000105	Campus Name: Cameron Dual Language Magnet
		Needs Assess	sment Summary and Improven	nent Plan	

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