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	068901122	El Magnet at Travis

Needs Assessment Summary and Improvement Plan

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

Definition)
Step 2: Establish the purpose of assessing root causes and establish the team

Beg 3: Gather dates
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.

	PS 1:	65% of 5th grade students met standard on 2016 science STAAR.	is occurring because of Root Cause #1	Root Cause 1:	The misconception exists that paper/pencil tasks properly prepare students for STAAR.
	PS 2:	56% of 4th grade students met standard on 2016 STAAR writing.	is occurring because of Root Cause #2	Root Cause 2:	Writing and speaking are allowed to contain incorrect grammar and conventions.
Problem Statements		60 percent of all students met standard on all of the 2016 STAAR assessments and 10% met criteria for level III advanced.	is occurring because of Root Cause #3	Root Cause 3:	Teachers focused instruction and interventions on bubble and at risk students.
(PS):	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	<enter text=""></enter>
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>

dentified 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.

*** 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	Education	Service Center (ESC) Number:	District :	Number:	District Na	ame:	С	ampus Number:	Campus Name:	ı			
have been from the Contact- Intervention Information Tab		Region 18	068	8901	Ector Coun	ty ISD		068901122	El Magnet at Travis]			
				Needs Assessmo	ent Summary	and Improven	nent Pl	an					
Proble	em Statement 1:	65% of 5th grade students met st	tandard on 2016 science ST	AAR.		Annual Goal:	70% of 5th gr	aders will meet standard on 2017	science STAAR.				
	Root Cause 1:	The misconception exists that pa	per/pencil tasks properly pre	pare students for STAAR.		Strategy:	Implement lab	s three times per week, organize	instruction for whole and small gro	up learning with hands-on experiences.			
	Index Number:	□ Not Applicable	■ Index 1	: Student Achievement	□ Index 2: Stu	dent Progress	Index 3	Closing Achievement Gaps	sing Achievement Gaps Index 4: Postsecondary Readiness				
Critical Success Fact ESEA Turnaround Prin Major Syster	nciples (TPs)	CSF 2-Qua CSF 3-Lea CSF 4-Incr CSF 5-Fan CSF 6-Sch	ality Data to Drive Instruction dership Effectiveness/ESE, reased Learning Time/ESE/		m Instruction	How will addressing this impact the index/indic	root cause ator/CSF?	Hands-on experiences and scien engagement, and increase stude students to understand the conce	nt ability to solve problems. Studen	dent vocabulary, increase student nt interaction with science labs will enable			
					Inter	ventions by Quarte	r						
Districts and 1st Y	Q1 (Aug, Sept, fear IR campuses iterventions accom	Oct) are required to provide, splished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)			Q3 (Fel			(April, May, June)			
Q1 Goal:		ers with the instruction resources lan for hands-on experience and oom.	Q2 Goal:	All lesson plans and walk through providing students with lab/hands per week.		Q3 Goal:	are providing 3 times per w benchmark d	and walk throughs reveal that tea students with lab/hands-on experi sek and unit assessments and ata show that 60% of students are dard on science assessments.	ences Q4 Goal:	Lesson plans and wark introughs reveal that teachers are providing students with lab/hands-on experiences 3 times per week and unit assessments and benchmark data show that 70% of students are meeting standard on science			
	Q1 Intervention	ons		Q2 Interventions			Q3 Interv	ventions and instructional walk throughs w		Q4 Interventions			
2)	Purchase material	s for classroom labs for PLC als for classroom science labs.	2)	Lesson plans and instructional waterbase are providing hands on level thinking opportunities for str PLCs will meet to plan instruction that include appropriate science opportunities for problem solving. Teachers will utilize unit assess observational/formative data to m	experiences and higher udents. all experiences for science vocabulary and . nent data and . nake data driven decisions.	1) 2) 3)	verify that tea experiences a students. PLCs will me science that i and opportun Teachers will observational decisions to de-	chers are providing hands-on and higher level thinking opportuni et to plan instructional experience cloude appropriate science vocab ties for problem solving. utilize unit assessment data and formative data to make data drive rive instruction and interventions.	s for ulary 2	hroughs will verify that teachers are providing hands on experiences and problem that the part instruction in experiences for science that include appropriate science vocabulary and resorting the propriate science vocabulary and resorting that the propriate science vocabulary and resorting that the providing as the propriate science vocabulary and observational/formative data to make data driven decisions to drive instruction and interventions.			
4)	instruction through observing successful tead			Instructional leaders will provide teachers.	observational feedback to	4)	Instructional I feedback to to	eaders will provide observational eachers.	4) Instructional leaders will provide observational feedback to teachers.			
What data will be c	J. Eacilitator. What data will be collected to monitor interventions in Q1?			be collected to monitor interve	entions in Q2?	What data will be	collected to	monitor interventions in Q3?	What data was colle	cted to monitor interventions in Q4?			
1)	1) Expectations			Lesson plans, walk through schedule, walk through forms			Lesson plans forms	, walk through schedule, walk thro	ugh 1	Lesson plans, walk through schedule, walk through forms			
2)	PO's, invoices, s	cience materials inventory	2) PLC meeting agendas, minutes, science plans			2)		agendas, minutes, science plans	2	DLC meeting agended minutes esigned			
3)	Observation refle	ection forms, agendas, scheduling	3)	Data, data meeting minutes, evid	dence of response to data	3)	Data, data me data, interven	eeting minutes, evidence of respontion plans	nse to 3	Data, data meeting minutes, evidence of response to data, intervention plans			
4))		4)	Observational feedback		4)) Observational feedback						
					End of Quarter Re	porting							
Districts and 1st Year I	Q1 Report IR campuses are r quarter 1 (Q1) re	not required 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.	<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 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="" information<="" th=""><th></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter a<="" any="" th=""><th>dditional information here></th><th><enter additional="" any="" info<="" th=""><th>rmation here></th></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="" information<="" th=""><th></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter a<="" any="" th=""><th>dditional information here></th><th><enter additional="" any="" info<="" th=""><th>rmation here></th></enter></th></enter></th></enter>		What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" th=""><th>dditional information here></th><th><enter additional="" any="" info<="" th=""><th>rmation here></th></enter></th></enter>	dditional information here>	<enter additional="" any="" info<="" th=""><th>rmation here></th></enter>	rmation here>			
					End of Year Rep	-							
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you did meet your ann what do you attribute yo If you did not meet your goal, to what do you attr lack of success?	ual goal, to	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Inte	□ Training □ Other	Goals SEA Turnarou	Please provide additional inform for the selection Other or for any selected elements	f <enter text=""></enter>				
	of success, will i	ed elements and their impact nform/influence your planning	<enter text=""></enter>										
Problem Statement 2: 56% of 4th grade students met standard on 2016 STAAR writing.						Annual Goal: 70% of 4th graders will meet standard on 2017 writing STAAR.							
	Root Cause 2: Writing and speaking are allowed to contain incorrect gram					Strategy:	Create a culti	ure of excellence in writing and sp	eaking throughout the school.				

									-		
Responses to these questions have been from the Contact-	Education :	Service Center (ESC) Number:	District i	Number:	District Name:			Campus Number:		Campus Name:	
Intervention Information Tab		Region 18	068	8901	Ector Coun	ty ISD		068901122	E	El Magnet at Travis	
				Needs Assess	ment Summary	and Improver	nent Pl	an			
	Index Number:	□ Not Applicable	☐ Index 1	: Student Achievement	□ Index 2: Stu	dent Progress	Index 3	3: Closing Achievement	Gaps	☐ Index 4	: Postsecondary Readiness
		CSF 1-Impr	ove Academic Performanc	e / ESEA TP: Strengthen t	he School's Instruction						
		_		n/ESEA TP: Use of Data to				Creating a culture of excell	ence in writing	g and spoken language will r	nean that writing and speaking are not just
Critical Success Fact	tors (CSFs)		•	A TP: Provide Strong Lead				for a grade in ELA classroo	oms. Writing	will become a focus and exa	mple of the application of content and the ble for all writing will develop writers who
ESEA Turnaround Prin				A TP: Redesigned School C		How will addressing this		have a solid grasp of the co	onventions of	writing. A culture of exceller	nce in writing will mean that all writing that isplayed and students will be expected to
Major Syster				-	ly and Community Engagement	impact the index/indic	ator/CSF?	revise and edit work until it	is to a level th	nat is grade level appropriate	. Additionally, teachers will hold students e taught in previous years. Instead, they
			ool Climate/ESEA TP: Impi					will hold students accounta convention, and writing ski	ible, scaffold v	when necessary, and teach	grade level TEKS and specific grammar,
		-	cher Quality/ESEA TP: Ens								
					lates						
					inter	Interventions by Quarter					
Districts and 1st Y	Q1 (Aug, Sept, ear IR campuses terventions accom	Oct) are required to provide, uplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)			Q3 (Fe	b, Mar)		Q4	(April, May, June)
				Revising and editing strate	gies will be integrated into writing		Revising and	d editing strategies is integra	ted into		Revising and editing strategies is
Q1 Goal:	their own ELAR	pain an indepth understanding of FEKS and their place in the	Q2 Goal:	instruction and student lear	ning of standards will be visible dent writing journals. 50% of	Q3 Goal:	writing instru	ction and student learning o	f standards	Q4 Goal:	integrated into writing instruction and student learning of standards will be visible in student writing and in student
	instruction.	of the TEKS and implications for		students are able to meet s and writing samples.	tandard on writing assessments		journals. 60° on writing as	% of students are able to me sessments and writing samp	et standard oles.		writing journals. 70% of students are able to meet standard on writing assessments
	Q1 Interventio	ns		Q2 Interventions			Q3 Inter	ventions		0	24 Interventions
-1)		end Revising and Editing training,	1)	Teachers will utilize unit as		1)		I utilize unit assessment data		1)	Teachers will utilize unit assessment data and observational/formative data to make
		al alignment training. ting prompts, scoring, and	.,	Lesson plan and walk throu	a to make data driven decisions. Ign data is collected to venry that	.,	decisions. Lesson plan	and walk through data is co	lected to	.,	data driven decisions. Lesson pian and waik through data is
2)		ting prompts, scoring, and oring process will be	2)	teachers are teaching write revising and editing strateg	r's workshop, incorporating les into instruction and	2)	verify that tea incorporating	achers are teaching writer's revising and editing strateg	workshop, ies into	2)	collected to verify that teachers are teaching writer's workshop, incorporating
		gin utilizing writing journals to hold	incorporation student writing		n iournals into writing instruction ovide observational feedback to		Inetructional	nd incomorating student writ leaders will provide observa			revising and editing strategies into Instructional leaders will provide
3)	students individu	ally accountable for writing skills.	3)	teachers		3)	feedback to t	teachers.		3)	observational feedback to teachers
4)	writing must cont	aff will share expectations that all ain correct conventions,	4)		ator and teachers analyze guide PLC planning and mini-	4)	student writin	rriculum Facilitator and teach ng samples to guide PLC pla		4)	Campus Curriculum Facilitator and teachers analyze student writing samples
What data will be c	grammar, and sp	elling. tor interventions in Q1?	What data will	lessons. be collected to monitor in	nterventions in O22	What data will be	mini-lessons	monitor interventions in	O32	What data was collect	to guide PLC planning and mini-lessons.
			What data wiii		meeting agendas, data meeting	What data will be	1	ment data, data meeting age			Unit assessment data, data meeting
1)	Sign-in sheets, a	gendas, observation forms	1)	dates, response to data	mooning agoritato, data mooning	1)		is, response to data	roub, data	1)	agendas, data meeting dates, response to data
2)	Writing prompts, response to writing	expectations for writing, rubrics,	2)	Lesson plans, walk through and evidence of feedback t	schedule, walk through forms o teachers	2)		s, walk through schedule, wa vidence of feedback to teach		2)	Lesson plans, walk through schedule, walk through forms and evidence of
										-	feedback to teachers PLC meeting agendas, minutes, ELAR
3)	writing journal ex	spectations, writing journals	3)	PLC meeting agendas, min	utes, ELAR writing plans		PLC meeting agendas, minutes, ELAR writing plans Writing sample data analysis and evidence of			3)	writing plans
4)	Writing samples		4)	Writing sample data analys	is and evidence of response	4)	Writing samp response	ole data analysis and eviden	ce of	4)	Writing sample data analysis and evidence of response
	!				End of Quarter Re	eporting					
Districts and 1st Year I	Q1 Report IR campuses are r quarter 1 (Q1) re	not required to complete the port.		Q2 Report			Q3 R	eport			Q4 Report
lid you meet this	Select		Did you meet this	Select		Did you meet this				Did you meet this	Select
uarter's goal?	Select		quarter's goal?	Select		quarter's goal?				quarter's goal?	Select
rovide the data or			Provide the data or			Provide the data or				Provide the data or	
vidence that supports neeting or making	<enter text=""></enter>		evidence that supports meeting or making	<enter text=""></enter>		evidence that supports meeting or making	<enter text=""></enter>			evidence that supports meeting or making	<enter text=""></enter>
rogress toward this uarterly goal.			progress toward this quarterly goal.			progress toward this quarterly goal.				progress toward this quarterly goal.	
re you on track to meet ne 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,			What, if any,					
What, if any, adjustments nust be made in order to	<enter additi<="" any="" td=""><td>onal information here></td><td>What, if any, adjustments must be made in order to meet</td><td><enter additional="" any="" inforr<="" td=""><td>nation here></td><td>What, if any, adjustments must be made in order to meet</td><td><enter a<="" any="" td=""><td>additional information here></td><td></td><td><enter additional="" any="" infor<="" td=""><td>mation here></td></enter></td></enter></td></enter></td></enter>	onal information here>	What, if any, adjustments must be made in order to meet	<enter additional="" any="" inforr<="" td=""><td>nation here></td><td>What, if any, adjustments must be made in order to meet</td><td><enter a<="" any="" td=""><td>additional information here></td><td></td><td><enter additional="" any="" infor<="" td=""><td>mation here></td></enter></td></enter></td></enter>	nation here>	What, if any, adjustments must be made in order to meet	<enter a<="" any="" td=""><td>additional information here></td><td></td><td><enter additional="" any="" infor<="" td=""><td>mation here></td></enter></td></enter>	additional information here>		<enter additional="" any="" infor<="" td=""><td>mation here></td></enter>	mation here>
neet the annual goal?			the annual goal?			the annual goal?					
					End of Year Rep	orting					
					Data Analysis Process	□ (Specif	fic) Intervention	ns			
			If you <u>did</u> meet your ann		Data Quality	 Annual 	l Goals	Please prov	ide		
rovide the data that upports your 4th	<enter text=""></enter>		what do you attribute you	-	Appropriate Strategy	□ CSF/E	SEA Turnarou		nformation	<enter text=""></enter>	
uarter status of this nnual goal.			If you did not meet your goal, to what do you attri lack of success?		Identification of Root Cause	□ Trainin	g	Other or for selected ele	any		
			lack of success?		Quarterly Planning Process	□ Other					
				0	Ongoing Monitoring and Inte	erventions					
rovide information as to	how the identifie	ed elements and their impact									
n your success, or lack or or the 2016-2017 school y	cess, or lack of success, will inform/influence your planning <enter text=""></enter>										
						T					
Proble	Problem Statement 3: 60 percent of all students met standard on all of the 2016 STAAR assessments and 10% met criteria for level li advanced.				met criteria for level III	Annual Goal:	70% of all strassessment.	udents will meet standard or	all assessme	ents and 15% of students wil	I meet level III advanced on each STAAR
	aovanced.				assessment. Strategy: Identify students with the potential to score at the advanced level and provide appropriate support and instruction.				ppriate support and instruction		
	Root Cause 3: Teachers focused instruction and interventions on bubble and at risk students.										
	Index Number: Not Applicable Index 1: Student Achievement CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruct				dent Progress	Index 3	3: Closing Achievement	Gaps	■ Index 4	: Postsecondary Readiness	
		,		P: Strengthen the School							
								The commun will identify et	idante who ar	ra within a enacifiad range of	the tarnet for Einal level II and Level II

Responses to these questions have been from the Contact- Intervention Information Tab	Education	Service Center (ESC) Number: Region 18	District I		District N		C	068901122		Campus Name: Il Magnet at Travis	
				Needs Assess	sment Summary		nent Pl				
Critical Success Fact ESEA Turnaround Prin Major Syster	nciples (TPs)	CSF 4-Increased Lea CSF 5-Family/Commi	rectiveness/ESEA TP: Prov rning Time/ESEA TP: Rede unity Engagement/ESEA Ti a/ESEA TP: Improve Schoo	ide Strong Leadership ssigned School Calendar P: Ongoing Family and Col Il Environment	<u> </u>	How will addressing this impact the index/indicate	root cause	advanced. Tea and which asse emphasized du expectations fo this emphasis,:	achers, students, parents, essments were used to ide ring goal setting, parent c r achievement. Interventi students who have the po	and Magnet teachers will kn entify the student. The goal onferences, planning for Ma ons/extension activities will be	we target for Final even it and Leven it own that the student has been identified to reach advanced or final level will be great activities, and in classroom e designed for specific students. Without scorne bored or believe themselves to be chievement.
		■ CSF 7-Teacher Qualit	ty/ESEA TP: Ensure Effect	ive Teachers	Into	ventions by Quarte					
	Q1 (Aug, Sept,	Oct)			inte	ventions by Quarte	ı				
Districts and 1st Y	ear IR campuses	are required to provide, nplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)			I	b, Mar)		Q4	(April, May, June) Classroom and magnet teachers know
Q1 Goal:		nts who have the potential to meet or advanced level III.	Q2 Goal:	Classroom and magnet tea been identified with potenti to the needs of individual s identified are in Quintile I o		Q3 Goal:	have been id and respond	entified with pote to the needs of i	ners know which students ential to reach Level III individual students. 65 % tuintile I or II or on Tier I.		which students have been identified with potential to reach. Level III and respond to the needs of individual students. 80 % of students identified are in Quintile I or II or on Tier I.
	Q1 Intervention	ons		Q2 Interventions			Q3 Inter				4 Interventions Magnet teachers create education
1)		eria for identifying students.	1)	Magnet teachers create ed challenge identified studen	ts	1)	challenge ide	ntified students	ation experiences that	1)	experiences that challenge identified students.
2)		who have the potential to meet or advanced level III.	2)	academic goals	nent data to create challenging	2)		unit assessmer cademic goals	nt data to create		Student uses unit assessment data to create challenging academic goals.
3)	parent and magn		3)	Teacher individualizes lear interventions to identified s	tudents	3)	interventions	to identified stud		3)	Teacher individualizes learning experiences and interventions to identified students. Campus Curriculum Facilitator will
4)		lum Facilitator will provide ideas to ting needs of identified students.	4)	Campus Curriculum Facilit teachers for meeting need:		4)			or will provide ideas to f identified students.	4)	provide ideas to teachers for meeting needs of identified students.
What data will be co	ollected to moni	tor interventions in Q1?	What data will	be collected to monitor i	nterventions in Q2?	What data will be	collected to	monitor interv	rentions in Q3?	What data was collec	ted to monitor interventions in Q4?
1)	Criteria for identi	fication	1)	1) Campus Curriculum Facilitator communication with ideas for meeting needs of identified students					or communication with entified students	1)	Campus Curriculum Facilitator communication with ideas for meeting needs of identified students
2)	2) Student lists Teacher, student, parent, magnet teacher			Student data folders		2)	Student data	folders		ĺ	Student data folders
3)	identification Camous Curriculum Facilitator communication			Unit assessment data, data meeting agendas, data meeti dates, response to data				nent data, data n s, response to d	neeting agendas, data ata		Unit assessment data, data meeting agendas, data meeting dates, response to data
4)	4) with ideas for meeting needs of identified students			Quintile and tier data tables		,	Quintile and	ier data tables		4)	Quintile and tier data tables
	Q1 Report				End of Quarter R	eporting					
Districts and 1st Year I	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?	<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 a<="" any="" th=""><th>dditional informa</th><th>ation here></th><th><enter additional="" any="" inforr<="" th=""><th>nation here></th></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 a<="" any="" th=""><th>dditional informa</th><th>ation here></th><th><enter additional="" any="" inforr<="" th=""><th>nation here></th></enter></th></enter></th></enter>	mation here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" th=""><th>dditional informa</th><th>ation here></th><th><enter additional="" any="" inforr<="" th=""><th>nation here></th></enter></th></enter>	dditional informa	ation here>	<enter additional="" any="" inforr<="" th=""><th>nation here></th></enter>	nation here>
			1		End of Year Rep					1	
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?	annual	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Int	Annual CSF/E Trainin Other	SEA Tumarou	P and fo	elease provide dditional information or the selection of their or for any elected elements.	<enter text=""></enter>	
on your success, or lack of	rovide information as to how the identified elements and their impact nyour success, or lack of success, will inform/influence your planning the 2016-2017 school year.										
Proble	em Statement 4:					Annual Goal:	<enter text=""></enter>				
	Root Cause 4:	<enter text=""></enter>				Strategy:	<enter text=""></enter>				
	Index Number:	□ Not Applicable	□ Index 1	: Student Achievement	□ Index 2: Stu	ident Progress	Index 3	: Closing Achi	ievement Gaps	□ Index 4	: Postsecondary Readiness
Critical Success Factors (CSFs) CSF 2-Quality Data to Drive Instruction/ESEA TP: Strengthen the School's Instruction Critical Success Factors (CSFs) CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement/ESEA TP: Improve School Environment				struction	How will addressing this impact the index/indicate	root cause or/CSF?	<enter text=""></enter>				

Responses to these questions have been from the Contact-	Education -	ducation Service Center (ESC) Number: District Numb							Campus Name:	
Intervention Information Tab		Region 18	068		Ector Coun		068901122	E	I Magnet at Travis	
				Needs As	ssessment Summary	and Improven	nent Plan			
		CSF 7-Teacher Qualit	y/ESEA TP: Ensure Effecti	ive Teachers						
					Inter	ventions by Quarte	r			
Districts and 1st Y	Q1 (Aug, Sept, 'ear IR campuses terventions accom	Oct) are required to provide, nplished for quarter 1 (Q1).		Q2 (Nov, D	Dec, Jan)		Q3 (Feb, Mar)		Q4	(April, May, June)
Q1 Goal:			Q2 Goal:			Q3 Goal:			Q4 Goal:	
	Q1 Intervention	ons		Q2 Interv	ventions		Q3 Interventions		G	4 Interventions
1)			1)			1)			1)	
3)			3)			3)			3)	
4)			4)			4)			4)	
What data will be co	Ollected to moni	tor interventions in Q1?	What data will	be collected to r	monitor interventions in Q2?	What data will be	collected to monitor interventions	in Q3?	What data was collec	ted to monitor interventions in Q4?
1)			1)			2)			2)	
3)			3)			3)			3)	
4)			4)			4)			4)	
	Q1 Report				End of Quarter Re	eporting			T	
Districts and 1st Year I	R campuses are r quarter 1 (Q1) re	not required to complete the port.		Q2 Re	eport		Q3 Report			Q4 Report
Did you meet this quarter's goal?			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 addit<="" any="" td=""><td>ional information here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additi<="" any="" td=""><td>tional information here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" her<="" information="" td=""><td>3></td><td><enter additional="" any="" inforr<="" td=""><td>nation here></td></enter></td></enter></td></enter></td></enter>	ional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additi<="" any="" td=""><td>tional information here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" her<="" information="" td=""><td>3></td><td><enter additional="" any="" inforr<="" td=""><td>nation here></td></enter></td></enter></td></enter>	tional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" her<="" information="" td=""><td>3></td><td><enter additional="" any="" inforr<="" td=""><td>nation here></td></enter></td></enter>	3>	<enter additional="" any="" inforr<="" td=""><td>nation here></td></enter>	nation here>
					End of Year Rep	orting				
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you <u>did</u> meet your anny what do you attribute you If you <u>did not</u> meet your goal, to what do you attri lack of success?	ur success? annual	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Inte	□ Annual □ CSF/E: □ Trainin □ Other	Please p addition for the s g Other or	I information election of	<enter text=""></enter>	
	of success, will i	ed elements and their impact nform/influence your planning	<enter text=""></enter>							
Proble	em Statement 5:					Annual Goal:	<enter text=""></enter>			
	Root Cause 5:	<enter text=""></enter>				Strategy:	<enter text=""></enter>			
	Index Number:	□ Not Applicable	□ Index 1:	: Student Achie	evement Index 2: Stu	dent Progress	Index 3: Closing Achieveme	nt Gaps	□ Index 4	Postsecondary Readiness
Critical Success Fact ESEA Turnaround Prin Major Systen	nciples (TPs)	CSF 2-Quality Data to CSF 3-Leadership Eff CSF 4-Increased Lear CSF 5-Family/Commu	CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 3-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment			How will addressing this impact the index/indicate				
					Inter	ventions by Quarte	r			
O1 (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, D	Dec, Jan)	Q3 (Feb, Mar)			Q4 (April, May, June)		

Responses to these questions have been from the Contact-	Education -	Service Center (ESC) Number:	District I	lumber:	District N	ame:	C	Campus Numbe	arc	Campus Name:	
Intervention Information Tab		Region 18	068	901	Ector Cour	nty ISD		068901122	E	El Magnet at Travis	
				Needs Asses	ssment Summary	and Improven	nent Pl	an			
			1			1				Т Г	
Q1 Goal:	:		Q2 Goal:			Q3 Goal:				Q4 Goal:	
	Q1 Intervention	ns		Q2 Interventions	•		Q3 Inter	ventions		0	4 Interventions
	Q1 intervention	115		Q2 Interventions	•		Q3 III.ei	ventions		3	4 interventions
1))		1)			1)				1)	
2)			2)			2)				2)	
3)			3)			3)	1			3)	
4))		4)			4)				4)	
What data will be c	collected to moni	tor interventions in Q1?	What data will	be collected to monito	r interventions in Q2?	What data will be	e collected to	monitor inte	erventions in Q3?	What data was collect	ed 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	norting					
			l		Eliu di Quartei Ne	sporting I				ı	
Districts and 1st Year	Q1 Report IR campuses are r quarter 1 (Q1) re	oot required to complete the cort.		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?		onal information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" inf<="" td=""><td>ormation here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td colspan="3"><enter additional="" any="" here="" information=""></enter></td><td><enter additional="" any="" inform<="" td=""><td>nation here></td></enter></td></enter>	ormation here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>			<enter additional="" any="" inform<="" td=""><td>nation here></td></enter>	nation here>
					E 1 ()/ D						
					End of Year Rep					ı	
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you <u>did</u> meet your anni what do you attribute you If you <u>did not</u> meet your goal, to what do you attri lack of success?	an goal, to ir success? annual bute your	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Inte	□ Annual □ CSF/E: □ Trainin □ Other	selected elements.			<enter text=""></enter>	
Provide information as to on your success, or lack of for the 2016-2017 school y	of success, will i	d elements and their impact nform/influence your planning	<enter text=""></enter>	-							
Proble	em Statement 6:					Annual Goal:	<enter text=""></enter>				
	Root Cause 6:	<enter text=""></enter>				Strategy:	<enter text=""></enter>				
	Index Number:	□ Not Applicable	□ Index 1:	Student Achievemen	nt Index 2: Stu	ident Progress	Index 3	: Closing A	chievement Gaps	□ Index 4:	Postsecondary Readiness
		☐ CSF 1-Improve Acade	emic Performance / ESEA 1	P: Strengthen the Scho	ol's Instruction						
		■ CSF 2-Quality Data to	Drive Instruction/ESEA TF	: Use of Data to Inform	Instruction						
Critical Success Fact	tors (CSFs)		ectiveness/ESEA TP: Provi								
			rning Time/ESEA TP: Rede			How will addressing this	root cause	<enter text=""></enter>			
ESEA Turnaround Prin			•		impact the index/indicate	or/CSF?	<enter text=""></enter>				
Major Syster	ms		munity Engagement/ESEA TP: Ongoing Family and Community Engagement								
		■ CSF 6-School Climate	nate/ESEA TP: Improve School Environment								
		 CSF 7-Teacher Qualit 	uality/ESEA TP: Ensure Effective Teachers								
			·			ventions by Quarte	er				
	Q1 (Aug, Sept,	Oct)									
Districts and 1st \at a minimum, the in	Year IR campuses	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 Intervention	ns		Q2 Interventions	3	Q3 Interventions			Q	4 Interventions	

Responses to these questions have been from the Contact-	Education -	Service Center (ESC) Number:				ame:	Campus	Number:	Campus Name:	
Intervention Information Tab		Region 18	068		Ector Cour		06890	11122	El Magnet at Travis	
			I	Needs Assess	sment Summary	and Improver	nent Plan			
1)			1)			1)			1)	
2)			2)			2)			2)	
3)			3)			3)			3)	
4)			4)			4)			4)	
What data will be co	ollected to moni	tor interventions in Q1?	What data will	be collected to monitor i	interventions in Q2?	What data will be	collected to monit	or interventions in Q3?	What data was collect	cted to monitor interventions in Q4?
1)			1)			1)			1)	
2)			2)			2)			2)	
3)			3)			3)			3)	
4)			4)			40			4'	
4)			**)							
	Q1 Report				End of Quarter Ro	eporting I				
Districts and 1st Year II	R campuses are r quarter 1 (Q1) re	not required to complete the port.		Q2 Report			Q3 Report			Q4 Report
Did you meet this			Did you meet this			Did you meet this			Did you meet this	
quarter's goal?	Select		quarter's goal?	Select		quarter's goal?	Select		quarter's goal?	Select
Provide the data or evidence that supports	<enter text=""></enter>		Provide the data or evidence that supports meeting or making	<enter text=""></enter>		Provide the data or evidence that supports meeting or making	<enter text=""></enter>		Provide the data or evidence that supports meeting or making	<enter text=""></enter>
meeting or making progress toward this quarterly goal.			progress toward this quarterly goal.			progress toward this quarterly goal.			progress toward this quarterly goal.	
quarterly goan			, ,			, , , , , ,			7.5.	
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
				eet the annual goal?						
What, if any, adjustments must be made in order to	<enter addit<="" any="" td=""><td>onal information here></td><td>What, if any, adjustments must be</td><td><enter additional="" any="" infor<="" td=""><td>mation here></td><td>What, if any, adjustments must be</td><td><enter additional<="" any="" td=""><td>Il information here></td><td><enter additional="" any="" infor<="" td=""><td>mation here></td></enter></td></enter></td></enter></td></enter>	onal information here>	What, if any, adjustments must be	<enter additional="" any="" infor<="" td=""><td>mation here></td><td>What, if any, adjustments must be</td><td><enter additional<="" any="" td=""><td>Il information here></td><td><enter additional="" any="" infor<="" td=""><td>mation here></td></enter></td></enter></td></enter>	mation here>	What, if any, adjustments must be	<enter additional<="" any="" td=""><td>Il information here></td><td><enter additional="" any="" infor<="" td=""><td>mation here></td></enter></td></enter>	Il information here>	<enter additional="" any="" infor<="" td=""><td>mation here></td></enter>	mation here>
meet the annual goal?			made in order to meet the annual goal?			made in order to meet the annual goal?				
					End of Year Rep	orting	ļ.			
					Data Analysis Process	□ (Specif	ic) Interventions			
Provide the data that			If you <u>did</u> meet your annu what do you attribute you	ual goal, to	Data Quality	Annual		Please provide		
supports your 4th quarter status of this	<enter text=""></enter>		If you did not meet your	annual	Appropriate Strategy		SEA Turnaround	additional informati for the selection of	<enter text=""></enter>	
annual goal.			goal, to what do you attri lack of success?	bute your	Identification of Root Cause Quarterly Planning Process		g	Other or for any selected elements.		
					Ongoing Monitoring and Int					
on your success, or lack of	of success, will in	d elements and their impact nform/influence your planning	<enter text=""></enter>							
for the 2016-2017 school y	rear.									
Proble	m Statement 7:		•			Annual Goal:	<enter text=""></enter>			
. 10000						Aintai Goal.	CEITED TOXES			
	Root Cause 7:	<enter text=""></enter>				Strategy:	<enter text=""></enter>			
	Index Number:	□ Not Applicable	□ Index 1:	Student Achievement	□ Index 2: Stu	Ident Progress	Index 3: Closi	ng Achievement Gaps	□ Index 4	: Postsecondary Readiness
			emic Performance / ESEA 1						- Index	22.0000 raary rodumoso
			Drive Instruction/ESEA TF							
Critical Success Factor	ors (CSFs)	,	ectiveness/ESEA TP: Prov							
ESEA Turnaround Prin			rning Time/ESEA TP: Rede			How will addressing this impact the index/indic	s root cause ator/CSF?	text>		
Major Systen	ns	□ CSF 5-Family/Commu	unity Engagement/ESEA TF	P: Ongoing Family and Cor	mmunity Engagement					
		□ CSF 6-School Climate	e/ESEA TP: Improve School	Environment						
		CSF 7-Teacher Qualit	ty/ESEA TP: Ensure Effecti	ve Teachers						
					Inte	ventions by Quarte	er			
Districts and 1st Y	Q1 (Aug, Sept, ear IR campuses erventions accom	Oct) are required to provide, plished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)			Q3 (Feb, Mar)		Q4	(April, May, June)
at a maninum, the int		pursue to quarter I (et).								
Q1 Goal:			Q2 Goal:			Q3 Goal:			Q4 Goal:	
	Q1 Intervention	ns		Q2 Interventions			Q3 Intervention	ns		Q4 Interventions
1)			1)			1)			1)	
			2)			2)			2	
2)			2)			2)			2)	

Responses to these questions have been from the Contact-	act-		District I	lumber:	District N	lame:	Campus Numb	er:	Campus Name:	
Intervention Information Tab		Region 18	068		Ector Cour		068901122	E	El Magnet at Travis	
				Needs Assess	ment Summary	and Improven	nent Plan		7	
3)			3)			3)			3)	
4)			4)			4)			4)	
What data will be c	ollected to moni	tor interventions in Q1?	What data will	be collected to monitor in	nterventions in Q2?	What data will be	collected to monitor int	erventions in Q3?	What data was collec	ted to monitor interventions in Q4?
1)			1)			1)			1)	
1)			',			.,			-,	
2)			2)			2)			2)	
3)			3)			3)			3)	
4)			4)			4)			4)	
,			· ·		End of Quarter Re	eporting				
Districts and 4st Veer I	Q1 Report	and annuited to complete the		00 Parrent			02 Parant			O4 Parrent
Districts and 1st fear i	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	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this	<enter text=""></enter>
quarterly goal.			quarterly goal.			quarterly goal.			quarterly goal.	
Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal? What, if any, adjustments must be		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="" td=""><td>ional information here></td><td colspan="2">dijustments must be cande in order to meet he annual goal? Enter any additional information here-</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td colspan="2"><enter additional="" any="" here="" information=""></enter></td><td><enter additional="" any="" inform<="" td=""><td>nation here></td></enter></td></enter>	ional information here>	dijustments must be cande in order to meet he annual goal? Enter any additional information here-		What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>		<enter additional="" any="" inform<="" td=""><td>nation here></td></enter>	nation here>	
				End of Year Rep	oorting					
Provide the data that supports your 4th quarter status of this annual goal.	he data that you did meet your annual goal, to what do you attribute your success? Lenter text> If you did meet your annual goal, to what do you attribute your success? Appropriate St thou did not meet your annual goal, to what do you attribute your annual goal, to what do you attribute your			Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Int	Annual CSF/E	SEA Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>		
Provide information as to on your success, or lack of for the 2016-2017 school y	of success, will i	ed elements and their impact inform/influence your planning	<enter text=""></enter>							
Proble	em Statement 8:					Annual Goal:	<enter text=""></enter>			
	Root Cause 8:	-Enter text>				Strategy:	<enter text=""></enter>			
	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 Fact ESEA Turnaround Prin Major Syster	nciples (TPs)	CSF 2-Quality Data to CSF 3-Leadership Eff CSF 4-Increased Lear CSF 5-Family/Commu	emic Performance / ESEA 1 Drive Instruction/ESEA TF ectiveness/ESEA TP: Provi rning Time/ESEA TP: Rede unity Engagement/ESEA TF WESEA TP: Improve Schoo y/ESEA TP: Ensure Effecti	e: Use of Data to Inform Inside Strong Leadership signed School Calendar P: Ongoing Family and Con I Environment	struction	How will addressing this impact the index/indicate	root cause or/CSF?			
					Inte	rventions by Quarte	er			
Districts and 1st Y at a minimum, the int	Q1 (Aug, Sept, fear IR campuses terventions accom	Oct) are required to provide, pplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)			Q3 (Feb, Mar)		Q4	(April, May, June)
Q1 Goal:	pal: Q2 Goal:			Q3 Goal:			Q4 Goal:			
	Q1 Intervention	ns		Q2 Interventions			Q3 Interventions		C	24 Interventions
1)			1)			1)			1)	
2)			2)			2)			2)	
3)	3)			3)	3)					
4)			4)			4)			4)	
What data will be c	ollected to moni	tor interventions in Q1?	What data will	be collected to monitor in	nterventions in Q2?	What data will be	collected to monitor int	erventions in Q3?	What data was collect	ted to monitor interventions in Q4?

Responses to these questions have been from the Contact- Intervention Information Tab	Education	Service Center (ESC) Number: Region 18	District I		District N		Ci	ampus Number: 068901122		Campus Name: Il Magnet at Travis		
			I	Needs Assess	sment Summary	and Improver	nent Pla	an				
1)			1)			1)				1)		
3)			3)			3)				3)		
<u> </u>			·		End of Quarter R	eporting						
Districts and 1st Year	Q1 Report IR campuses are r quarter 1 (Q1) rep	not required to complete the port.		Q2 Report			Q3 Re	port			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 additi<="" any="" td=""><td>onal information here></td><td colspan="3"></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td colspan="3"><enter additional="" any="" here="" information=""></enter></td><td colspan="3"><enter additional="" any="" here="" information=""></enter></td></enter>	onal information here>				What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>			<enter additional="" any="" here="" information=""></enter>		
					End of Year Rep							
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? If you did not meet your annual goal, to Appropriate Stratigoal, to what do you attribute your lack of success? Quarterly Planni Congoing Monitor			Annual CSF/E	SEA Tumarou	Please provi	formation tion of any	<enter text=""></enter>		
	of success, will in	d elements and their impact nform/influence your planning	<enter text=""></enter>	·				·				
Proble	em Statement 9:					Annual Goal:	<enter text=""></enter>					
	Root Cause 9:	«Enter text»				Strategy:	<enter text=""></enter>					
	Index Number:	□ Not Applicable	□ Index 1:	Student Achievement	□ Index 2: Stu	udent Progress	Index 3:	Closing Achievement (Gaps	□ Index 4	: Postsecondary Readiness	
Critical Success Fact ESEA Turnaround Prir Major Syster	nciples (TPs)	CSF 2-Quality Data to CSF 3-Leadership Eff CSF 4-Increased Lea CSF 5-Family/Commi	emic Performance / ESEA T D Drive Instruction/ESEA TF fectiveness/ESEA TP: Prov rring Time/ESEA TP: Rede unity Engagement/ESEA TF w/ESEA TP: Improve School ty/ESEA TP: Ensure Effecti	e: Use of Data to Inform In de Strong Leadership signed School Calendar e: Ongoing Family and Col I Environment	struction	How will addressing this impact the index/indicate	root cause or/CSF?	<enter text=""></enter>				
			1		Inte	rventions by Quarte	er			T		
Districts and 1st \(\) at a minimum, the in	Q1 (Aug, Sept, fear IR campuses terventions accom	Oct) are required to provide, plished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)			Q3 (Feb	o, Mar)		Q4	(April, May, June)	
Q1 Goal:			Q2 Goal:			Q3 Goal:				Q4 Goal:		
	Q1 Interventio	ns		Q2 Interventions			Q3 Interv	rentions		C	24 Interventions	
1)			1)			1)				1)		
2)			3)			3)				3)		
4)			4)			4)				4)		
What data will be c	collected to moni	tor interventions in Q1?	What data will	be collected to monitor i	nterventions in Q2?	What data will be	collected to	monitor interventions in	Q3?	What data was collec	ted 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: 068901		District N	ame:	C	Campus Number	:	Campus Name:	l		
Intervention Information Tab		Region 18			Ector Cour			068901122		El Magnet at Travis			
				Needs Assess	ment Summary	and Improver	nent Pl	an					
3)			3)			3)				3)		
4)			4)			4)				4)		
					End of Quarter Ro	eporting							
Districts and 1st Year	Q1 Report	not required to complete the		Q2 Report			03 P	eport			Q4 Report		
Districts and 1st real	quarter 1 (Q1) re	port.		WZ Neport			I	өрөгс			Т		
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 addit<="" any="" td=""><td>tional information here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" inforr<="" td=""><td>mation here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter a<="" any="" td=""><td>dditional inform</td><td>nation here></td><td><enter additional="" any="" info<="" td=""><td colspan="3"><enter additional="" any="" here="" information=""></enter></td></enter></td></enter></td></enter></td></enter>	tional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" inforr<="" td=""><td>mation here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter a<="" any="" td=""><td>dditional inform</td><td>nation here></td><td><enter additional="" any="" info<="" td=""><td colspan="3"><enter additional="" any="" here="" information=""></enter></td></enter></td></enter></td></enter>	mation here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" td=""><td>dditional inform</td><td>nation here></td><td><enter additional="" any="" info<="" td=""><td colspan="3"><enter additional="" any="" here="" information=""></enter></td></enter></td></enter>	dditional inform	nation here>	<enter additional="" any="" info<="" td=""><td colspan="3"><enter additional="" any="" here="" information=""></enter></td></enter>	<enter additional="" any="" here="" information=""></enter>		
					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 ann what do you attribute yo If you did not 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	Annual CSF/E Trainin Other	SEA Tumarou	ind :	Please provide additional informatio for the selection of Other or for any selected elements.	n <enter text=""></enter>			
on your success, or lack	ovide information as to how the identified elements and their im your success, or lack of success, will inform/influence your pla the 2016-2017 school year.												
Proble	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: Stu	ident Progress	Index 3	: Closing Ach	hievement Gaps	□ Index •	4: Postsecondary Readiness		
Critical Success Fac ESEA Turnaround Prin Major Syste	nciples (TPs)	CSF 2-Quality Data to CSF 3-Leadership Ef CSF 4-Increased Lea CSF 5-Family/Comm CSF 6-School Climate	emic Performance / ESEA* Drive Instruction/ESEA TI fectiveness/ESEA TP: Prov rriving Time/ESEA TP: Rev unity Engagement/ESEA TP: a/ESEA TP: Improve Schoo ty/ESEA TP: Ensure Effect	P: Use of Data to Inform Indide Strong Leadership asigned School Calendar P: Ongoing Family and Corol Environment	struction	How will addressing this impact the index/indicate	root cause or/CSF?	<enter text=""></enter>					
		•			Inte	rventions by Quarte	er						
Districts and 1st \at a minimum, the in	Q1 (Aug, Sept, fear IR campuses sterventions accor	Oct) are required to provide, nplished 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 Intervention	ons		Q2 Interventions			Q3 Inter	ventions			Q4 Interventions		
1))		1)			1)				1)		
2))		2)			2)				2)		
3)			3)			3)				3)		
4)			4)			4)				4)		
What data will be o	collected to mon	itor interventions in Q1?	What data will	be collected to monitor in	nterventions in Q2?	What data will be	e collected to	monitor inter	ventions in Q3?	What data was colle	cted to monitor interventions in Q4?		
1)			1)			1)				What data was collected to monitor interventions in Q4?			
2)			2)			2)				2			
3)			3)			3)				3			
4)			4)			4)				4			
					End of Quarter Ro	eporting	ļ						

Intervention Information Tab	Region 18	068901 Ector Coun			r County ISD 068901122			El Magnet at Travis	
			Needs Asse	essment Summary	and Improver	ment Plan			
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?	nust be made in order to <enter additional="" any="" here="" information=""></enter>		<enter additional="" any="" i<="" th=""><th>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><enter additional="" any="" infor<="" th=""><th>mation here></th></enter></th></enter></th></enter>	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><enter additional="" any="" infor<="" th=""><th>mation here></th></enter></th></enter>	mation here>	<enter additional="" any="" infor<="" th=""><th>mation here></th></enter>	mation here>
			•	End of Year Re	porting	•			
Provide the data that supports your 4th capturer status of this annual goal.		If you did meet your ann what do you attribute yo If you did not meet you goal, to what do you attr lack of success?	our success?	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Caus Quarterly Planning Proces Ongoing Monitoring and In	Annual CSF/E Trainin Other	SEA Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>	
on your success, or lack of	vide information as to how the identified elements and their impact your success, or lack of success, will inform/influence your planning the 2016-2017 school year.								

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