	AGENDA ITEM 2
BOARD OF TRUSTEES AGENDA	
Workshop X Regular	Special
(A) Report Only	Recognition
Presenter(s):	
Briefly describe the subject of the report or recognition	n presentation.
(B) X Action Item	
Presenter(s): SAMUEL MIJARES, DEPUTY. SU NORMA SERNA, SCHOOL IMPR	
Briefly describe the subject of the report or recognition preser	ntation.
CONSIDER AND TAKE APPROPRIATE ACTION ON THE F 2015-2016 EAGLE PASS TARGETED IMPROVEMENT PLA	
(C) Funding Source: Identify the course of funds if any are r	equired
(D) Clarification: Explain any question or issues that might b	be raised regarding this item.



EAGLE PASS INDEPENDENT SCHOOL DISTRICT

"Create Opportunities for Tomorrow's Leaders to Succeed"

MEMORANDUM

то:	Gilberto Gonzalez, Superintendent 🦳 🔗
FROM:	Norma R. Serna, School Improvement Director
SUBJECT:	Action Item
DATE:	October 29, 2015
CC:	Samuel Mijares, Deputy Superintendent for C&I

The following action item is presented to the board for consideration and approval :

The Texas Accountability Intervention System requires board approval for the implementation of the 2015 – 2016 Eagle Pass ISD Targeted Improvement Plan.

Respectfully,

Norma R. Serna

If additional information is needed, please let me know.

Approved: Samuel Mijares, Deputy Superintendent for C & I Date

1420 EIDSON ROAD • EAGLE PASS, TEXAS 78852 • TEL (830) 773 - 5181 • FAX (830) 757 - 2792

AN EQUAL OPPORTUNITY EMPLOYER

		Needs Assessmen	t Summary and In	nrovo	ment Plan					
	-	Heeds Assessmen	t outfinary and in	piove	illent Flan					
Definition / Purpose:	After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include: Step 1: Clarify and prioritize problem statements Step 2: Establish the purpose of assessing root causes and establish the team Step 3: Gather data Step 4: Review data analysis Step 5: Root cause analysis The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.									
	PS 1:	2015 STAAR- In grades 3-8, the ESL students scored a 43.7% in reading, 32.9% in science, 24.8 in social studies, and 33.2% in writing.	is occurring because of Root Cause #1	Root Cause 1:	Students' limited English proficiency level, lack of academic vocabulary and English academic language skills across all corte areas.					
	PS 2:	In grades 3-8, the Migrant students scored a 40% in the 2015 STAAR social studies.	is occurring because of Root Cause #2	Root Cause 2:	Limited implementation of interventiona and diverse instructional strategies.					
oblem Statements	PS 3:	Across 7th - 12th grade,6.0% of Migrant Students dropped out of school in 2013-2014	is occurring because of Root Cause #3	Root Cause 3:	Limited supervision and monitoring on academic and non-academic issues.					
(PS):	PS 4:	Across grades 3-8, 38.2% of Special Education students met the passing standard on the 2015 respective content area STAAR assessment.	is occurring because of Root Cause #4	Root Cause 4:	Limited student attendance and/or participation in remediation opportunities that target differentiation of instruction					
blem statements are carried over from	PS 5:	Across EOC grade levels, 38.3% of Special Education students met the passing standards on the 2015 math, science, and social studies STAAR EOC assessments.	is occurring because of Root Cause #5	Root Cause 5:	Limited student attendance and/or participation in remediation opportunities that target differentiation of instruction					
Section VI of the npus Data Analysis tab	PS 6:	0	is occurring because of Root Cause #6	Root Cause 6:	<eriter text=""></eriter>					
OR Section VI of the strict Data Analysis	PS 7:	0	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>					
tified and Prioritize	d Root C	auses:		2 - Mary						
mportant to prioritize	e vour root	causes so that your improvement plan is targeted and focused. Although a TEC 511 compared	Strict improvement plan is or	tical to our	rall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low r(s) for low performance in an index, system safeguard, or PBMAS indicator and ensure those are your					

*** 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.

-

District Name Campus Name	Eagle Pass	: ISD							
				Needs Assessment Summa	ry and Improve	ment Plan			
Problem Statemo	ent 1:	2015 STAAR- In grades 3-8, the in writing.	ESL students scored a 43.7%	in reading, 32.9% in science, 24.8 in social studies, and 33.29	6 Annual Goal:				
P	toot Cause 1:	Students' limited English proficie content areas.	ncy level, lack of academic vo	cabulary and English academic language skills across all	Strategy:	Increase the English proficiency level, academic vocab across the content areas.	ulary, and English academic language skills through targeted instruction		
In	dex Number:	Not Applicable		Student Achievement Index 2: Stude	ent Progress	Index 3: Closing Achievement Gaps	Index 4: Postsecondary Readiness		
CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction 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 4-Increased Learning Time/ESEA TP: Redesigned School Calendar 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 reachers									
	127.24				erventions by Quarte	r 🕐			
Districts and 1st Y	Q1 (Aug, Sep ar IR campus	t, Oct) (? as are required to provide, complished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)	Q4 (April, May, June)		
Q1 Goal		angener (anter (art).	(7) Q2 Goal:	Monitor evidence of implementation and impact of interventions on a nine weeks basis to address possible derailments or needs of identified students to successfully close achievement gap of ESL students in reading, science, social studies, and writing in grades 7 and 8.	Q3 Goal:		Q4 Goat		
	Q1 Intervent	tions		Q2 Interventions		Q3 Interventions	Q4 Interventions		
1 2: 3 4			3	Continue weekly PLC's and provide additional professional optivelopment in the areas of Profilement Jewe Descriptors an 7 Steps to a Language-Rich Interactive Classroom. Continue providing shettered instruction and academic vocabulary instruction in all content areas and focus on ELPS implementation to meet instructional needed of ELLs. Align and provide targeted instruction to student's proficency levels and utilize supplemental TBE ill Part & Reading/ELA Tacher to provide additional instructional support. Provide supplemental instruction structures part-line tutor support and extended day after-school tutoral through TBE I funded support.	2		- 1) - 2) - 3) - 4)		
What data will be co	ollected to mo	nitor interventions in Q1?	What data w	III be collected to monitor interventions in Q2? PLC and staff development sign ins, agendas, walkthrough	What data will I	be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?		
2; 3; 4; Districts and 1st Year II	Q1 Repor	not required to complete the	3;	Lesson Plans, waikthroughs, wordwalls and student academic vocabulary journals. Title III Part A supplemental teacher payroll, lesson plans, attendance resters, waikthroughs Lesson plans, waikthroughs, attendance rosters, payroll records. End of Quarter Q2 Report	2 3 Reporting	QJ Report	2) 3) 4) 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 guarter'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.	<ender text=""></ender>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<ender text=""></ender>	Provide the data or evidence that supports meeting or making progress toward this quarterity goal.		
Are you on track to meet the annual goal?		Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal? Select		
What, if any, adjustments must be made in order to meet the annual goal?	<enter ad<="" any="" td=""><td>ditional information here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" here="" information=""></enter></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" here="" information=""></enter></td><td><enter additional="" any="" here="" information=""></enter></td></enter>	ditional information here>	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="" here="" information=""></enter>	<enter additional="" any="" here="" information=""></enter>		
		Sugar - Constant (173)	Constant Provent 1900	End of Year R	eporting				
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you <u>did</u> meet your annur what do you attribute your If you <u>did not</u> meet your a to what do you attribute yo success? <enter text=""></enter>	Data Analysis Process al goal, to Data Quality success? Appropriate Strategy nnual goal,	(Specific) Inl (Specific) Inl (Annual Ge CSF/ESE/ Training Cther		<enter text=""></enter>		
Provide information as to h on your success, or lack o planning for the 2016-2017	now the identi success, will school year.	fied elements and their impact Inform/influence your							

District Name Campus Name	: Eagle Pass ISD						
Campus Name	ā.	N	leeds Assessment Summar	y and Improve	ment Plan		
Problem Statement 2: In grades 3-8, the Migrant students scored a 40% in the 2015 STAAR social studies.					Increase 10% in STAAR tesing in 2016.		
F	Root Cause 2: Limited implementation of interve	entions and diverse instructional strategi	ies.	Strategy:	Provide staff development on areas of comprehension effective strategies to reduce gaps in learning.	in content areas, and ensure who	e department implementation of
In	ndex Number: 🛛 Not Applicable	Index 1: Student	Achievement Index 2: Stude	ent Progress	Index 3: Closing Achievement Gaps	Index 4: Post	tsecondary Readiness
Critical Success Facto ESEA Turnaround Princ Major System	Arris (CSFa)/ Dra (CSFa)/ CSF 3-Leadership Effe CSF 3-Leadership Effe CSF 4-Increased Learn CSF 5-Family/Commun CSF 6-School Climate/	mic Performance / ESEA TP: Strengt Drive Instruction/ESEA TP: Use of Dat ctiveness/ESEA TP: Provide Strong Lu ing Time/ESEA TP: Redesigned Scho ithy Engagement/ESEA TP: Ongoing F ESEA TP: Improve School Environme (ESEA TP: Ensure Effective Teachers	a to Inform Instruction eadership ol Calendar amily and Community Engagement	How will addressing this impact the index/indicato	() <enter text=""></enter>		
			Inte	rventions by Quarte	r ()		
Districts and 1st Y at a minimum, the int	Q1 (Aug, Sept, Oct) rear IR campuses are required to provide, erventions accomplished for quarter 1 (Q1).		12 (Nov, Dec, Jan)		Q3 (Feb, Mar)	Q4 (A)	oril, May, June)
Q1 Goal		Q2 Goal: derailme	evidence of implementation and impact of tions on a nine weeks basis to address possible ints or needs of identified students to successfully hievement gap of migrant students in social studies in	Q3 Goal:		Q4 Goat:	
	Q1 Interventions		Q2 Interventions Intation of strategies learned through staff		Q3 Interventions	Q41	nterventions
1	2	1) developr Impieme	nent and Professional Learning Communities.	1		1)	
2	2	Small gr	nent strategies. oup instruction, cooperative learning groups and ated instruction will be implemented.	2			
4		- 4)		3		- 3-	
What data will be co	ollected to monitor interventions in Q17	What data will be colle	ected to monitor interventions in Q2?	What data will t	e collected to monitor interventions in Q3?	What data was collected	to monitor interventions in Q47
1) , ,	1) ins and a Lesson F 2) vocabula	Plans, walkthroughs, wordwalls and student academic	1		1)	
4))	4)		4		4)	
		N.	End of Quarter I	Reporting			
Districts and 1st Year IP	Q1 Report R campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report	٩	4 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.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	«Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	ter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>	Enter an 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="" here="" information=""></enter>	<enter additional="" any="" information<="" td=""><td>1 here></td></enter>	1 here>
	(Enter taxta		End of Year Re	eporting			
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>	If you <u>did</u> meet your annual goal, to what do you attribute your success If you <u>did not</u> meet your annual goa to what do you attribute your lack o success?	Appropriate Strategy	Annual Go CSF/ESE/ Training Other	rtervertions als Please provide additional information for the selection of Other or for any selected elements.	<erter text=""></erter>	
Provide information as to on your success, or fact o planning for the 2016-2017	how the Montified elements and their impact of success, will informinfuence your school year.	≪Enter taxt>					

District Name: Eagle Pass ISD Campus Name:										
Campus Name	K		Needs As	sessment Summar	y and Im	prove	ment Plan			
Problem	Statement 3: Across 7th - 12th grade,6.0% of I	Aigrant Students dropped out	of school in 2013-2014		Annual	Goal:	Reduce the migrant dropo	Reduce the migrant dropout rate from 6% to 3% in 2016.		
Root Cause 3: Limited supervision and monitoring on academic and non-academic issues.						ngy:	Individualized counseling	and monitoring of academic p	erformance of students.	
	dex Number: Not Applicable		emic issues. Student Achievement						-	
	CSF 1 - Improve Acade			Index 2: Stude	ent Progress		Index 3: Closing Ach		Index 4:	Postsecondary Readiness
	and the second	Drive Instruction/ESEA TP: U		ruction						
Critical Success Facto ESEA Turnaround Princ		tiveness/ESEA TP: Provide			How will addr					
Major System	And a second sec	ity Engagement/ESEA TP: C		munity Engagement	impact the inc	lexindicato	nusr r			
		ESEA TP: Improve School E ESEA TP: Ensure Effective 1								
		N		Inte	rventions b	y Quarte	r 🛈			
Districts and 1st Y at a minimum, the int	Q1 (Aug, Sept, Oct) ear IR campuses are required to provide, erventions accomplished for quarter 1 (Q1).	1	Q2 (Nov, Dec, Ja	in)			Q3 (Feb, Mar)		a	4 (April, May, June)
0	2	()	interventions on a nine v	lementation and impact of weeks basis to address possible identified students to successfully		0			0	
Q1 Goal		Q2 Goal:	reduce drop out rate of r	identified students to successfully migrant students.	Q3 G	oal:			Q4 Goal:	
	Q1 Interventions		Q2 Intervention Provide and monitor effe	is ective tutorial services to make up			Q3 Interventions			Q4 Interventions
1	>	1	work missed.	ollos on a nine week basis.		1				
2	2	2			13	2,				2)
3,		3	Implement and monitor of	on-line program e20/20 classes.		3			3	0
4)	>	4	Monitor student academ counseling departments	ic performance through staff and		4)				
What data will be co	ollected to monitor interventions in Q1?	What data w	I be collected to monito		Wh	at data will t	e collected to monitor in	terventions in Q3?	What data was colle	ected to monitor interventions in Q4?
1)	>	1	Logs and grade changer			1)			1	
2)		2	Successful completion o	f portfolios		2				2
3))	3	E20/20 reports			3)			3	0
4)		4	Sign -in logs, phone logs	s, and parent contacts		4)				
				End of Quarter	Reporting					
Districts and 1st Year IF	Q1 Report R campuses are not required to complete the quarter 1 (Q1) report.	2	Q2 Report				Q3 Report			Q4 Report
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?			Did you meet i quarter's goal	joal? Select		Did you meet this quarter's goal?	Select	
Provide the data or	<enter text=""></enter>	Provide the data or	<enter text=""></enter>		Provide the da	ta or	<enter text=""></enter>		Provide the data or	<enter text=""></enter>
evidence that supports meeting or making progress toward this		evidence that supports meeting or making progress toward this			evidence that meeting or ma progress towa	supports king			evidence that supports meeting or making progress toward this	
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?			Are you on tra the annual goa				Did you meet your annua goal?	Select
What, if any, adjustments must be made in order to	<enter additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to	<enter additional="" any="" inf<="" td=""><td>ormation here></td><td>What, if any, a must be made</td><td>ijustments</td><td><enter additional="" any="" infor<="" td=""><td>mation here></td><td><enter additional="" any="" inform<="" td=""><td>nation here></td></enter></td></enter></td></enter>	ormation here>	What, if any, a must be made	ijustments	<enter additional="" any="" infor<="" td=""><td>mation here></td><td><enter additional="" any="" inform<="" td=""><td>nation here></td></enter></td></enter>	mation here>	<enter additional="" any="" inform<="" td=""><td>nation here></td></enter>	nation here>
meet the annual goal?		meet the annual goal?			must be made meet the annu	al goal?				
	<enter text=""></enter>			End of Year R	eporting	(Specific)	Interventions		<enter text=""></enter>	
		lf you <u>did</u> meet your annu	l goal, to			(Specinc)				
Provide the data that supports your 4th quarter status of this annual goal.		what do you attribute you If you <u>did not</u> meet your a	nnual goal,			CSF/ESE/	Turnaround	Please provide additional information for the selection of Other or for		
		to what do you attribute yo success?	ur lack of			Other		any selected elements.		
		<enter text=""></enter>		Ongoing Monitoring and Interve	ntions			1992 - 1993 -		
Provide information as to I on your success, or lack o	how the identified elements and their impact of success, will inform/influence your r school year.									
planning for the 2016-2017	school year.									

District Name:	Eagle Pass	s ISD				The second was readed		
Campus Name:		and the second second		Needs Assessment Summa	ry and Improve	ment Plan	and the second of a beauty	
Problem S	Statement 4:	Across grades 3-8, 38.2% of Spe STAAR assessment.	ecial Education students met th	the passing standard on the 2015 respective content area	Annual Goal:	And the second second second	ocial studies.	
Ro	ot Cause 4:	Limited student attendance and/o	or participation in remediation	opportunities that target differentiation of instruction	Strategy:	Ensure students will take advantage of the opportuni	ty provided for remediation.	
Ind	ex Number:	Not Applicable	Index 1: S	Student Achievement 🔲 Index 2: Stu	dent Progress	Index 3: Closing Achievement Gaps	Index 4: Postsecond	ary Readiness
Critical Success Factor ESEA Turnaround Princip Major Systems	ples (TPs)/	CSF 2-Quality Data to 1 CSF 3-Leadership Effer CSF 4-Increased Learn CSF 5-Family/Commun CSF 6-School Climate/I	Drive Instruction/ESEA TP: U ctiveness/ESEA TP: Provide ning Time/ESEA TP: Redesign	gned School Calendar Ongoing Family and Community Engagement invironment	How will addressing this impact the index/indicato	(7) CEnter lext>		
				In	terventions by Quarte	ar 🕖		
Districts and 1st Yes at a minimum, the inter	21 (Aug. Sep ar IR campus rventions acc	ot, Oct) es are required to provide, complished for quarter 1 (Q1).	1	Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)	Q4 (April, May	June)
Q1 Goal:			Q2 Goat:	Monitor evidence of implementation and impact of interventions on a nine weeks basis to address possible derailments or needs of identified students to successfully increase passing rate of Special Education students grades 8 in math, science, and social studies.	23 Goal:		Q4 Goal:	
	Q1 Interven	tions		Q2 Interventions		Q3 Interventions	Q4 Intervent	ions
1) 2) 3) 4)	1) 2) 3)			Provide and monitor scheduled before, during, and after school remediation opportunities. Monitor attendance and academic progress of students on is weekly basis. Monitor implementation of accomodations.	3) 0 0 0		
What data will be col	liected to mo	onitor interventions in Q1?	What data wi	ill be collected to monitor interventions in Q2?	What data will	be collected to monitor interventions in Q3?	What data was collected to mon	itor interventions in Q4?
1) 2) 3) 4)				Attendance rosters 5 Student progress reports 2 Lesson plans, walkthroughs 9	3 3) 2))		
			4	End of Quarte	r Reporting		A State of the state of	
Districts and 1st Year IR 9	Q1 Repo campuses ar juarter 1 (Q1)	rt e not required to complete the report.	1	Q2 Report		Q3 Report	Q4 Repor	t
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.	<erter text=""></erter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	Provide the data or evidence that aupports meeting or making progress toward this quarterty goal.	
Are you on track to meet the annual goal?		Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments nust be made in order to neet the annual goal?	<enter a<="" any="" td=""><td>dditional information here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" here="" information=""></enter></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" here="" information=""></enter></td><td><enter additional="" any="" here="" information=""></enter></td><td></td></enter>	dditional information here>	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="" here="" information=""></enter>	<enter additional="" any="" here="" information=""></enter>	
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Provide the data that supports your 4th quarter status of this annual goal.			If you <u>did</u> meet your annux what do you attribute your If you <u>did not</u> meet your a to what do you attribute yo success?	annual goal, Appropriate Strategy	Annual G CSF/ESE Training Other	Interventions oals A Turnaround A Turnaround A Turnaround Information for the selection of Other or fo any selected elements.		

District Name: Eagle Pass ISD					
Campus Name:		Needs Assessment Summar	v and Improver	ment Plan	
	<enter text=""></enter>	Needs Assessment Summa	y and improver		
Provide information as to how the identified elem on your success, or lack of success, will inform/i planning for the 2016-2017 school year.	ents and their impact nfluence your				
Problem Statement 5: Across EO social stud	C grade levels, 38.3% of Special Education student es STAAR EOC assessments.	s met the passing standards on the 2015 math, science, and	Annual Goal:	Increase passing rate by 6% in math, science, and soci	
Root Cause 5: Limited stu	dent attendance and/or participation in remediation	opportunities that target differentiation of instruction	Strategy:	Ensure students will take advantage of the opportunity i	rovided for remediation.
Index Number: 🛛 N	ot Applicable Index 1:	Student Achievement Index 2: Stude	ent Progress	Index 3: Closing Achievement Gaps	Index 4: Postsecondary Readiness
Critical Success Factors (CSFs)/ C CC ESEA Turnaround Principles (TPay) C CC Major Systems C CC C CC C CC C CC C CC C CC C CC C	SF 1 - Improve Academic Performance / ESEA TF SF 2-Quality Data to Drive Instruction/ESEA TP: L SF 3-Leadership Effectiveness/ESEA TP: Provide SF 4-Increased Learning Time/ESEA TP: Redesig SF 5-Family/Community Engagement/ESEA TP: SF 6-School Climate/ESEA TP: Ensure Effective SF 7-Teacher Quality/ESEA TP: Ensure Effective	se of Data to Inform Instruction Strong Leadership ned School Calendar Ingoing Family and Community Engagement nvironment	How will addressing this r impact the index/indicator	enter text>	
O1 (Aug Sant Oat)	Q	Inte	rventions by Quarter	r ()	
Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are requi at a minimum, the interventions accomplished	red to provide, or quarter 1 (Q1).	Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)	Q4 (April, May, June)
q1 Goal:	(7) Q2 Goal:	Monitor evidence of implementation and impact of interventions on a nine weeks basis to address possible derailments or needs of identified students to successfully increase passing rate of Special Education students on EOC assessments in math, science, and social studies.	Q3 Goal:		(1) Q4 Goat:
Q1 Interventions		Q2 Interventions Provide and monitor scheduled before, during, and after		Q3 Interventions	Q4 Interventions
1)	1	school remediation opportunties. Monitor attendance and academic progress of students on a	1)		D
2)	2	weekly basis.	2)		2)
3)	3	Monitor implementation of accomodations.	3)		3)
4)	4		4)		4)
What data will be collected to monitor inter-	ventions in Q1? What data w	Il be collected to monitor interventions in Q2? Attendance rosters	What data will be	e collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4
1)	1	Student progress reports	1)		1)
2)	2	Lesson plans, walkthroughs	2)		2)
3)	3	Lesson plans, waikunuugins	3)		3)
4)	4		4)		4)
Q1 Report	1	End of Quarter	Reporting		
Districts and 1st Year IR campuses are not requir quarter 1 (Q1) report.	ed to complete the	Q2 Report		Q3 Report	Q4 Report
Did you meet this quarter's goal? Selo	ct 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	Provide the data or evidence that supports		Provide the data or evidence that supports		Provide the data or evidence that supports
meeting or making progress toward this quarterly goal.	meeting or making progress toward this quarterly goal.		meeting or making progress toward this quarterly goal.		meeting or making progress toward this quarterly goal.
Are you on track to meet the annual goal? Sele <enter additional="" any="" info<="" td=""><td>the annual goal?</td><td>Select</td><td>Are you on track to meet the annual goal?</td><td>Select</td><td>Did you meet your annual goal? Select</td></enter>	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?	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 text=""></enter>		End of Year Re			<enter text=""></enter>
	lf you <u>did</u> meet your annu	Data Analysis Process	(Specific) Ir	lis	
Provide the data that supports your 4th quarter status of this annual goal.	what do you attribute your If you <u>did not meet your</u> a	nnual goal,	CSF/ESEA	selection of Other or for	
	to what do you attribute yo success?	Quarterly Planning Process	C Other	any selected elements.	
Provide information as to how the identified eleme on your success, or lack of success, will inform/ini planning for the 2016-2017 school year.	<enter text=""></enter>	Ongoing Monitoring and Interve	ntons		