

BOARD OF TRUSTEES  
AGENDA

<input type="checkbox"/> Workshop	<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Special
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(A)  Report Only  Recognition

Presenter(s):

Briefly describe the subject of the report or recognition presentation.

(B)  Action Item

Presenter(s): SAMUEL MIJARES, DEPUTY. SUPT. FOR C & I  
 NORMA SERNA, SCHOOL IMPROVEMENT DIRECTOR

Briefly describe the subject of the report or recognition presentation.

**CONSIDER AND TAKE APPROPRIATE ACTION ON THE REQUEST TO APPROVE THE 2015-2016 EAGLE PASS TARGETED IMPROVEMENT PLAN.**

(C) Funding Source: Identify the course of funds if any are required

(D) Clarification: Explain any question or issues that might be raised regarding this item.




# EAGLE PASS INDEPENDENT SCHOOL DISTRICT

"Create Opportunities for Tomorrow's Leaders to Succeed"

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## MEMORANDUM

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TO: 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

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

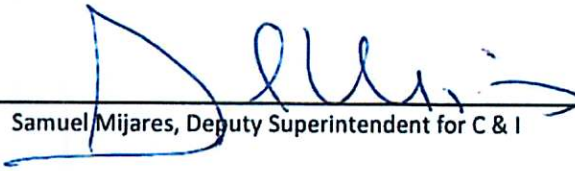
The Texas Accountability Intervention System requires board approval for the implementation of the 2015 – 2016 Eagle Pass ISD Targeted Improvement Plan.

Respectfully,

*Norma R. Serna*

If additional information is needed, please let me know.

Approved: \_\_\_\_\_

  
Samuel Mijares, Deputy Superintendent for C & I

Date

District Name:	Eagle Pass ISD
Campus Name:	

### Needs Assessment Summary and Improvement Plan

**Definition / Purpose:**

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

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

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

Problem Statements (PS):	PS #	Problem Statement	is occurring because of Root Cause #	Root Cause #	Root Cause Description
<i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab</i>	PS 1:	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 content 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 interventions and diverse instructional strategies.
	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 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
	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
	PS 6:	0	is occurring because of Root Cause #6	Root Cause 6:	<Enter text>
	PS 7:	0	is occurring because of Root Cause #7	Root Cause 7:	<Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

**Identified and Prioritized Root Causes:**

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

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

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

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



District Name:	Eagle Pass ISD
Campus Name:	

### Needs Assessment Summary and Improvement Plan

<b>Problem Statement 1:</b>	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.	<b>Annual Goal:</b>	Increase 5% reading, science, social studies, and writing to close gap on the state performance level standard of 70% and achieve the required improvement in each content area.
<b>Root Cause 1:</b>	Students' limited English proficiency level, lack of academic vocabulary and English academic language skills across all content areas.	<b>Strategy:</b>	Increase the English proficiency level, academic vocabulary, and English academic language skills through targeted instruction across the content areas.

<b>Index Number:</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesign School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<input type="text"/> <Enter text>
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#### Interventions by Quarter

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

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) _____ 2) _____ 3) _____ 4) _____	1) Continue weekly PLC's and provide additional professional development in the areas of Proficiency Level Descriptors and 7 Steps to a Language-Rich Interactive Classroom. 2) Continue providing sheltered instruction and academic vocabulary instruction in all content areas and focus on ELPS implementation to meet instructional needs of ELLs. 3) Align and provide targeted instruction to students' proficiency levels and utilize supplemental Title III Part A Reading/ELA Teacher to provide additional instructional support. 4) Provide supplemental instruction through regular day Bilingual part-time tutor support and extended day after-school tutorial through Title I funded support.	1) _____ 2) _____ 3) _____ 4) _____	1) _____ 2) _____ 3) _____ 4) _____

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) _____ 2) _____ 3) _____ 4) _____	1) PLC and staff development sign ins, agendas, walkthrough documentation 2) Lesson Plans, walkthroughs, wordwalls and student academic vocabulary journals. 3) Title III Part A supplemental teacher payroll, lesson plans, attendance rosters, walkthroughs 4) Lesson plans, walkthroughs, attendance rosters, payroll records.	1) _____ 2) _____ 3) _____ 4) _____	1) _____ 2) _____ 3) _____ 4) _____

#### End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

#### End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <b>did</b> meet your annual goal, to what do you attribute your success?  If you <b>did not</b> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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District Name: Eagle Pass ISD		Campus Name:	
Needs Assessment Summary and Improvement Plan			
Problem Statement 2:	In grades 3-8, the Migrant students scored a 40% in the 2015 STAAR social studies.	Annual Goal:	Increase 10% in STAAR testing in 2016.
Root Cause 2:	Limited implementation of interventions and diverse instructional strategies.	Strategy:	Provide staff development on areas of comprehension in content areas, and ensure whole department implementation of effective strategies to reduce gaps in learning.
Index Number:	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesign School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>
Interventions by Quarter			
Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal:	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 migrant students in social studies in grade 8.	Q3 Goal:	Q4 Goal:
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) _____ 2) _____ 3) _____ 4) _____	1) Implementation of strategies learned through staff development and Professional Learning Communities. 2) Implementation of Marzano's Academic Vocabulary development strategies. 3) Small group instruction, cooperative learning groups and differentiated instruction will be implemented. 4) _____	1) _____ 2) _____ 3) _____ 4) _____	1) _____ 2) _____ 3) _____ 4) _____
What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data will be collected to monitor interventions in Q4?
1) _____ 2) _____ 3) _____ 4) _____	1) Lesson Plans, walkthroughs, staff development and PLC signs and agendas. 2) Lesson Plans, walkthroughs, wordwalls and student academic vocabulary journals. 3) Lesson Plans, walkthroughs 4) _____	1) _____ 2) _____ 3) _____ 4) _____	1) _____ 2) _____ 3) _____ 4) _____
End of Quarter Reporting			
Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>	Q2 Report	Q3 Report	Q4 Report
Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select
<Enter text>	<Enter text>	<Enter text>	<Enter text>
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.
Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select
<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>
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?	What, if any, adjustments must be made in order to meet the annual goal?
<Enter text>	<Enter text>	<Enter text>	<Enter text>
End of Year Reporting			
Provide the data that supports your 4th quarter status of this annual goal.	If you did meet your annual goal, to what do you attribute your success?  If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.
<Enter text>	<Enter text>	<Enter text>	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.			



District Name: <u>Eagle Pass ISD</u>		Campus Name:	
<b>Needs Assessment Summary and Improvement Plan</b>			
Problem Statement 3: Across 7th - 12th grade, 6.0% of Migrant Students dropped out of school in 2013-2014		Annual Goal: <sup>1</sup> Reduce the migrant dropout rate from 6% to 3% in 2016.	
Root Cause 3: Limited supervision and monitoring on academic and non-academic issues.		Strategy: <sup>1</sup> Individualized counseling and monitoring of academic performance of students.	
Index Number: <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness			
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems		<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	
<b>Interventions by Quarter</b> <sup>1</sup>			
Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)	
Q1 Goal: <sup>1</sup>		Q2 Goal: <sup>1</sup> Monitor evidence of implementation and impact of interventions on a nine weeks basis to address possible derailments or needs of identified students to successfully reduce drop out rate of migrant students.	
Q3 (Feb, Mar)		Q4 (April, May, June)	
Q3 Goal: <sup>1</sup>		Q4 Goal: <sup>1</sup>	
Q1 Interventions		Q2 Interventions	
1) 2) 3) 4)		1) Provide and monitor effective tutorial services to make up work missed. 2) Implement student portfolios on a nine week basis. 3) Implement and monitor on-line program e20/20 classes. 4) Monitor student academic performance through staff and counseling departments.	
Q3 Interventions		Q4 Interventions	
1) 2) 3) 4)		1) 2) 3) 4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?	
1) 2) 3) 4)		1) Logs and grade changes 2) Successful completion of portfolios 3) E20/20 reports 4) Sign-in logs, phone logs, and parent contacts	
What data will be collected to monitor interventions in Q3?		What data will be collected to monitor interventions in Q4?	
1) 2) 3) 4)		1) 2) 3) 4)	
<b>End of Quarter Reporting</b>			
Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report	
Q3 Report		Q4 Report	
Did you meet this quarter's goal? <sup>1</sup> Select		Did you meet this quarter's goal? <sup>1</sup> Select	
Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <sup>1</sup> <Enter text>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <sup>1</sup> <Enter text>	
Are you on track to meet the annual goal? <sup>1</sup> Select		Are you on track to meet the annual goal? <sup>1</sup> Select	
What, if any, adjustments must be made in order to meet the annual goal? <sup>1</sup> <Enter any additional information here>		What, if any, adjustments must be made in order to meet the annual goal? <sup>1</sup> <Enter any additional information here>	
Did you meet this quarter's goal? <sup>1</sup> Select		Did you meet this quarter's goal? <sup>1</sup> Select	
Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <sup>1</sup> <Enter text>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <sup>1</sup> <Enter text>	
Are you on track to meet the annual goal? <sup>1</sup> Select		Are you on track to meet the annual goal? <sup>1</sup> Select	
What, if any, adjustments must be made in order to meet the annual goal? <sup>1</sup> <Enter any additional information here>		What, if any, adjustments must be made in order to meet the annual goal? <sup>1</sup> <Enter any additional information here>	
<b>End of Year Reporting</b>			
Provide the data that supports your 4th quarter status of this annual goal. <sup>1</sup> <Enter text>		<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.		Please provide additional information for the selection of Other or for any selected elements. <sup>1</sup> <Enter text>	

District Name: <u>Eagle Pass ISD</u>		Campus Name:	
Needs Assessment Summary and Improvement Plan			
Problem Statement 4:	Across grades 3-8, 38.2% of Special Education students met the passing standard on the 2015 respective content area STAAR assessment.	Annual Goal: ?	Increase passing rate by 7% in math, science, and social studies.
Root Cause 4:	Limited student attendance and/or participation in remediation opportunities that target differentiation of instruction	Strategy: ?	Ensure students will take advantage of the opportunity provided for remediation.
Index Number:	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text> ?
Interventions by Quarter ?			
Q1 (Aug, Sept, Oct) ? <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)	
Q1 Goal: ?	Q2 Goal: ?	Q3 Goal: ?	Q4 Goal: ?
Q1 Interventions		Q2 Interventions	
1) ?	1) Provide and monitor scheduled before, during, and after school remediation opportunities.	1) ?	1) ?
2) ?	2) Monitor attendance and academic progress of students on a weekly basis.	2) ?	2) ?
3) ?	3) Monitor implementation of accommodations.	3) ?	3) ?
4) ?	4) ?	4) ?	4) ?
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?	
1) ?	1) Attendance rosters	1) ?	1) ?
2) ?	2) Student progress reports	2) ?	2) ?
3) ?	3) Lesson plans, walkthroughs	3) ?	3) ?
4) ?	4) ?	4) ?	4) ?
End of Quarter Reporting			
Q1 Report ? <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report	
Did you meet this quarter's goal? ?	Select	Did you meet this quarter's goal? ?	Select
<Enter text> ?		<Enter text> ?	
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
<Enter any additional information here>		<Enter any additional information here>	
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?	
Q3 Report		Q4 Report	
Did you meet this quarter's goal? ?	Select	Did you meet this quarter's goal? ?	Select
<Enter text> ?		<Enter text> ?	
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
<Enter any additional information here>		<Enter any additional information here>	
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?	
End of Year Reporting			
Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.



District Name: <b>Eagle Pass ISD</b>	
Campus Name:	
<b>Needs Assessment Summary and Improvement Plan</b>	
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	
Problem Statement 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.
Annual Goal:	Increase passing rate by 6% in math, science, and social studies.
Root Cause 5:	Limited student attendance and/or participation in remediation opportunities that target differentiation of instruction
Strategy:	Ensure students will take advantage of the opportunity provided for remediation.
Index Number:	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers
<b>Interventions by Quarter</b>	
Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>	Q2 (Nov, Dec, Jan)
Q1 Goal:	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:	Q4 Goal:
Q1 Interventions	Q2 Interventions
1) 2) 3) 4)	1) Provide and monitor scheduled before, during, and after school remediation opportunities. 2) Monitor attendance and academic progress of students on a weekly basis. 3) Monitor implementation of accommodations. 4)
Q3 Interventions	Q4 Interventions
1) 2) 3) 4)	1) 2) 3) 4)
What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?
1) 2) 3) 4)	1) Attendance rosters 2) Student progress reports 3) Lesson plans, walkthroughs 4)
Q3 Report	Q4 Report
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.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.
Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select
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?
<b>End of Year Reporting</b>	
Provide the data that supports your 4th quarter status of this annual goal.	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	