

Education Service Center (ESC) Number	District Number	District Name	Campus Number	Campus Name
Region 2	013-801	Beverly ISD	00000104	Thomas Jefferson Intermediate

### 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
- 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):	Root Cause 1:	Root Cause 2:	Root Cause 3:	Root Cause 4:	Root Cause 5:	Root Cause 6:	Root Cause 7:	Root Cause 8:	Root Cause 9:	Root Cause 10:	
PS 1:	STAAR 2016 test scores were 60% in reading, 56% in math, and 50% in science.	Root Cause 1: We are not using our content materials effectively by spiraling or creating cross-curricular or real-world connections that allow students to synthesize content and improve scores.	Root Cause 2: We are not providing effective intervention and enrichment opportunities to challenge and promote higher-order thinking.	Root Cause 3: We are not effectively using our community resources to promote and expose our students to real-world connections by building and understanding career pathways.	Root Cause 4: We are not effectively using a vertically and horizontally-aligned curriculum in reading.	Root Cause 5: We are not implementing effective parent awareness programs and student initiatives that promote increased attendance rates or encourage student ownership for make up work.	Root Cause 6: <Enter text>	Root Cause 7: <Enter text>	Root Cause 8: <Enter text>	Root Cause 9: <Enter text>	Root Cause 10: <Enter text>
PS 2:	STAAR 2016 Level III scores were 2% (economically disadvantaged) and 2% (Hispanic) for science and 3% (economically disadvantaged) and 4% (Hispanic) for math.	Root Cause 1: We are not using our content materials effectively by spiraling or creating cross-curricular or real-world connections that allow students to synthesize content and improve scores.	Root Cause 2: We are not providing effective intervention and enrichment opportunities to challenge and promote higher-order thinking.	Root Cause 3: We are not effectively using our community resources to promote and expose our students to real-world connections by building and understanding career pathways.	Root Cause 4: We are not effectively using a vertically and horizontally-aligned curriculum in reading.	Root Cause 5: We are not implementing effective parent awareness programs and student initiatives that promote increased attendance rates or encourage student ownership for make up work.	Root Cause 6: <Enter text>	Root Cause 7: <Enter text>	Root Cause 8: <Enter text>	Root Cause 9: <Enter text>	Root Cause 10: <Enter text>
PS 3:	STAAR 2016 results indicates that 88% of Hispanic students did not meet Post-secondary readiness.	Root Cause 1: We are not using our content materials effectively by spiraling or creating cross-curricular or real-world connections that allow students to synthesize content and improve scores.	Root Cause 2: We are not providing effective intervention and enrichment opportunities to challenge and promote higher-order thinking.	Root Cause 3: We are not effectively using our community resources to promote and expose our students to real-world connections by building and understanding career pathways.	Root Cause 4: We are not effectively using a vertically and horizontally-aligned curriculum in reading.	Root Cause 5: We are not implementing effective parent awareness programs and student initiatives that promote increased attendance rates or encourage student ownership for make up work.	Root Cause 6: <Enter text>	Root Cause 7: <Enter text>	Root Cause 8: <Enter text>	Root Cause 9: <Enter text>	Root Cause 10: <Enter text>
PS 4:	STAAR 2016 Expository reading comprehension results were 45% for 5th grade and 55% for sixth grade.	Root Cause 1: We are not using our content materials effectively by spiraling or creating cross-curricular or real-world connections that allow students to synthesize content and improve scores.	Root Cause 2: We are not providing effective intervention and enrichment opportunities to challenge and promote higher-order thinking.	Root Cause 3: We are not effectively using our community resources to promote and expose our students to real-world connections by building and understanding career pathways.	Root Cause 4: We are not effectively using a vertically and horizontally-aligned curriculum in reading.	Root Cause 5: We are not implementing effective parent awareness programs and student initiatives that promote increased attendance rates or encourage student ownership for make up work.	Root Cause 6: <Enter text>	Root Cause 7: <Enter text>	Root Cause 8: <Enter text>	Root Cause 9: <Enter text>	Root Cause 10: <Enter text>
PS 5:	The 2016 student attendance rate was 96.13% (95.1% snapshot).	Root Cause 1: We are not using our content materials effectively by spiraling or creating cross-curricular or real-world connections that allow students to synthesize content and improve scores.	Root Cause 2: We are not providing effective intervention and enrichment opportunities to challenge and promote higher-order thinking.	Root Cause 3: We are not effectively using our community resources to promote and expose our students to real-world connections by building and understanding career pathways.	Root Cause 4: We are not effectively using a vertically and horizontally-aligned curriculum in reading.	Root Cause 5: We are not implementing effective parent awareness programs and student initiatives that promote increased attendance rates or encourage student ownership for make up work.	Root Cause 6: <Enter text>	Root Cause 7: <Enter text>	Root Cause 8: <Enter text>	Root Cause 9: <Enter text>	Root Cause 10: <Enter text>
PS 6:		Root Cause 1: We are not using our content materials effectively by spiraling or creating cross-curricular or real-world connections that allow students to synthesize content and improve scores.	Root Cause 2: We are not providing effective intervention and enrichment opportunities to challenge and promote higher-order thinking.	Root Cause 3: We are not effectively using our community resources to promote and expose our students to real-world connections by building and understanding career pathways.	Root Cause 4: We are not effectively using a vertically and horizontally-aligned curriculum in reading.	Root Cause 5: We are not implementing effective parent awareness programs and student initiatives that promote increased attendance rates or encourage student ownership for make up work.	Root Cause 6: <Enter text>	Root Cause 7: <Enter text>	Root Cause 8: <Enter text>	Root Cause 9: <Enter text>	Root Cause 10: <Enter text>
PS 7:		Root Cause 1: We are not using our content materials effectively by spiraling or creating cross-curricular or real-world connections that allow students to synthesize content and improve scores.	Root Cause 2: We are not providing effective intervention and enrichment opportunities to challenge and promote higher-order thinking.	Root Cause 3: We are not effectively using our community resources to promote and expose our students to real-world connections by building and understanding career pathways.	Root Cause 4: We are not effectively using a vertically and horizontally-aligned curriculum in reading.	Root Cause 5: We are not implementing effective parent awareness programs and student initiatives that promote increased attendance rates or encourage student ownership for make up work.	Root Cause 6: <Enter text>	Root Cause 7: <Enter text>	Root Cause 8: <Enter text>	Root Cause 9: <Enter text>	Root Cause 10: <Enter text>
PS 8:		Root Cause 1: We are not using our content materials effectively by spiraling or creating cross-curricular or real-world connections that allow students to synthesize content and improve scores.	Root Cause 2: We are not providing effective intervention and enrichment opportunities to challenge and promote higher-order thinking.	Root Cause 3: We are not effectively using our community resources to promote and expose our students to real-world connections by building and understanding career pathways.	Root Cause 4: We are not effectively using a vertically and horizontally-aligned curriculum in reading.	Root Cause 5: We are not implementing effective parent awareness programs and student initiatives that promote increased attendance rates or encourage student ownership for make up work.	Root Cause 6: <Enter text>	Root Cause 7: <Enter text>	Root Cause 8: <Enter text>	Root Cause 9: <Enter text>	Root Cause 10: <Enter text>
PS 9:		Root Cause 1: We are not using our content materials effectively by spiraling or creating cross-curricular or real-world connections that allow students to synthesize content and improve scores.	Root Cause 2: We are not providing effective intervention and enrichment opportunities to challenge and promote higher-order thinking.	Root Cause 3: We are not effectively using our community resources to promote and expose our students to real-world connections by building and understanding career pathways.	Root Cause 4: We are not effectively using a vertically and horizontally-aligned curriculum in reading.	Root Cause 5: We are not implementing effective parent awareness programs and student initiatives that promote increased attendance rates or encourage student ownership for make up work.	Root Cause 6: <Enter text>	Root Cause 7: <Enter text>	Root Cause 8: <Enter text>	Root Cause 9: <Enter text>	Root Cause 10: <Enter text>
PS 10:		Root Cause 1: We are not using our content materials effectively by spiraling or creating cross-curricular or real-world connections that allow students to synthesize content and improve scores.	Root Cause 2: We are not providing effective intervention and enrichment opportunities to challenge and promote higher-order thinking.	Root Cause 3: We are not effectively using our community resources to promote and expose our students to real-world connections by building and understanding career pathways.	Root Cause 4: We are not effectively using a vertically and horizontally-aligned curriculum in reading.	Root Cause 5: We are not implementing effective parent awareness programs and student initiatives that promote increased attendance rates or encourage student ownership for make up work.	Root Cause 6: <Enter text>	Root Cause 7: <Enter text>	Root Cause 8: <Enter text>	Root Cause 9: <Enter text>	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, PBI, or RF system.

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

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

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

Responses to these questions have been filed from the Contact Intervention Information Tab.	Education Service Center (ESC) Number: Region 2	District Number: 013-301	District Name: Beverly ISD	Campus Number: 00000104	Campus Name: Thomas Jefferson Intermediate
---	--	-----------------------------	-------------------------------	----------------------------	---

### Needs Assessment Summary and Improvement Plan

<b>Problem Statement 1:</b> STAAR 2016 test scores were 60% in reading, 56% in math, and 50% in science.	<b>Annual Goal:</b> STAAR 2017 scores will be 80% in reading, 80% in math, and 80% in science.
<b>Root Cause 1:</b> We are not using our content materials effectively by spiraling or creating cross-curricular or real-world connections that allow students to synthesize content and improve scores.	<b>Strategy:</b> Monitoring student progression of TEKS in subject areas, spiraling content, targeted math, reading, and science interventions, and verbal alignment of curriculum.
<b>Index Number:</b> <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	
<b>Critical Success Factors (CSFs)</b> ESEA Turnaround Principles (TPs) <b>Major Systems</b>	<p>How will addressing this root cause impact the index/indicator/CSF?</p> <p>It will improve academic performance because as teachers and students implement a self-monitoring system for TEKS progression, teachers will be able to adapt and modify instruction to maximize student outcomes. Spiraling content and ensuring that instruction and lesson plans are vertically aligned to the TEKS are essential to showing mastery.</p>
<b>Interventions by Quarter</b>	
<b>Q1 (Aug, Sept, Oct)</b> <b>Districts and 1st Year R campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</b>	<b>Q2 (Nov, Dec, Jan)</b>
<b>Q1 Goal:</b> One hundred percent of core teachers will administer assessments, view and analyze data in the data room, and use the data to begin implementing targeted intervention plans.	<b>Q2 Goal:</b> By the end of Jan 2017, 100% of core teachers will align instruction and interventions based on student progress-monitoring.
<b>Q1 Interventions</b> 1) Create and administer pre-tests and post-tests (1st and 2nd six weeks) to collect data that will drive instruction. 2) Creation and utilization of data room. 3) Targeted intervention goals completed by grade and department level. 4) Implement a school-wide system for TEKS progress monitoring.	<b>Q2 Interventions</b> 1) Regularly scheduled PLC meetings to collaboratively plan uniform instruction (i.e. 5th grade math, etc...) 2) Disaggregate formative assessment data (teacher or results of full benchmark). 3) Implement vertical alignment within feeder school. 4) Teachers will focus design time to plan lessons that align with TEKS and best practice instructional strategies.
<b>Q3 Goal:</b> By the end of March, 100% of the core teachers will be providing effective interventions based on their use of disaggregated data from progressive formative assessments.	<b>Q3 Goal:</b> Regularly scheduled PLC meetings to collaboratively plan uniform instruction (i.e. 5th grade, 6th grade math, etc...) 1) Disaggregate formative assessment data (teacher or results of full benchmark). 2) Reporting categories and develop tutorial lesson plans that target needed areas provide interventions based on results of full benchmark. 3) Implement vertical alignment within feeder school. 4) Teachers will focus design time to plan lessons that align with TEKS and best practice instructional strategies.
<b>Q3 Interventions</b> 1) Regularly scheduled PLC meetings to collaboratively plan uniform instruction (i.e. 5th grade, 6th grade math, etc...) 2) Conduct walkthroughs to monitor implementation of student interventions, including Saturday School. 3) Teachers generate reporting category home tutorial packets and conduct parent conferences about student's strengths and weaknesses. 4) Provide interventions based on results of formative assessments.	<b>Q3 Interventions</b> 1) Regularly scheduled PLC meetings to collaboratively plan uniform instruction (i.e. 5th grade, 6th grade math, etc...) 2) Conduct walkthroughs to monitor implementation of student interventions, including Saturday School. 3) Teachers generate reporting category home tutorial packets and conduct parent conferences about student's strengths and weaknesses. 4) Provide interventions based on results of formative assessments.
<b>Q4 (April, May, June)</b>	<b>Q4 (April, May, June)</b>
<b>Q4 Goal:</b> By mid-June, 100% campus leadership will review multiple data sources to determine the effectiveness of math, reading, and science strategies and identify barriers to address through 2017-2018 planning.	<b>Q4 Goal:</b> Teachers will use the state standardized test results to plan lessons that align with TEKS and best practices. 1) Monitor and provide feedback on Lesson plans. 2) Lesson plans. 3) Lesson plans. 4) Lesson plans.
<b>Q4 Interventions</b> 1) Teachers will use the state standardized test results to plan lessons that align with TEKS and best practices. 2) Monitor and provide feedback on Lesson plans. 3) Lesson plans. 4) Lesson plans.	<b>Q4 Interventions</b> 1) Teachers will use the state standardized test results to plan lessons that align with TEKS and best practices. 2) Monitor and provide feedback on Lesson plans. 3) Lesson plans. 4) Lesson plans.
<b>What data will be collected to monitor interventions in Q1?</b>	
1) Pre-tests and post-tests; DMAC reports 2) Located in consultant's office, sign-in sheets, data-on-display handouts 3) Documentation of action goals 4) Lesson plan report and student TEKS progress monitoring report	<b>What data will be collected to monitor interventions in Q2?</b> 1) Agendas, sign in sheets, and meeting minutes 2) Collaborative teacher meetings, documented by sign in sheets and agenda for science, reading, and math teachers once per quarter. 3) Collaborative teacher meetings, documented by sign in sheets and agenda for 4th and 5th science, reading, and math teachers. 4) Agendas, sign in sheets, and meeting minutes
<b>What data will be collected to monitor interventions in Q3?</b>	
1) Disaggregate data based on reporting categories and develop tutorial lesson plans that target needed areas. 2) Administrative DMAC Walkthroughs and student attendance rosters. 3) Parent conference logs, copies of tutorial packets, DMAC reports 4) Data room, copies of formative assessments, intervention plan, and student attendance rosters for interventions.	<b>What data will be collected to monitor interventions in Q4?</b> 1) STAAR 2017 assessment result 2) Lesson plan report 3) Lesson plan report 4) Lesson plan report
<b>End of Quarter Reporting</b>	

Responses to these questions have been from the Contact Intervention Information Tab	Education Service Center (ESC) Number Region 2	District Number 013-001	District Name Beville ISD	Campus Number 000000104	Campus Name Thomas Jefferson Intermediate
--	---	----------------------------	------------------------------	----------------------------	--

### Needs Assessment Summary and Improvement Plan

	Q1 Report		Q2 Report		Q3 Report		Q4 Report	
<b>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</b>								
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	Did you meet this quarter's 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.	<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>	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?
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>	<Enter any additional information here>

End of Year Reporting	
Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.	<Enter text>

Problem Statement 2:	STAAR 2016 Level III scores were 2% (economically disadvantaged) and 2% (Hispanic) for science and 3% (economically disadvantaged) and 4% (Hispanic) for math.	Annual Goal:	STAAR 2017 Level III scores will be at least 8% (economically disadvantaged and Hispanic) for science and 10% (economically disadvantaged and Hispanic) for math.
Root Cause 2:	We are not providing effective intervention and enrichment opportunities to challenge and promote higher-order thinking.	Strategy:	Implement a set of standard interventions and enrichment opportunities in math and science that challenge students and promote higher-order thinking.
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		

CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction

Responses to these questions have been from the Contact Intervention Information Tab	Education Service Center (ESC) Number	District Name	Campus Number	Campus Name
Region 2	013-801	Beverly ISD	00000104	Thomas Jefferson Intermediate

### Needs Assessment Summary and Improvement Plan

<p><b>Critical Success Factors (CSFs)</b></p> <p><b>ESEA Turnaround Principles (TPs)</b></p> <p><b>Major Systems</b></p>	<p><input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction</p> <p><input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership</p> <p><input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesign School Calendar</p> <p><input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement</p> <p><input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment</p> <p><input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers</p>	<p>How will addressing this root cause impact the Indicator/CSF?</p>	<p>Developing and implementing a set of standard interventions and enrichment opportunities geared toward higher-performing students will ensure that teachers deliver and students receive consistent and quality instruction that increases academic achievement. Monitoring the outcomes of intervention and enrichment activities will measure their effectiveness, giving teachers the opportunity to enrich, replace, or modify them as necessary.</p>
--	--	--	--

#### Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
<p><b>Q1 (Aug, Sept, Oct)</b> Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</p>							
<p><b>Q1 Goal:</b></p> <p>Identify 100% high-performing students and develop a set of at least five standard interventions or enrichment opportunities teachers can use during their standard instruction time and during tutorial periods.</p>	<p><b>Q2 Goal:</b></p> <p>Use one tutorial class per grade level at least 2 times per week to implement a set of at least five standard interventions or enrichment opportunities teachers can use during tutorial periods.</p>	<p><b>Q3 Goal:</b></p> <p>100% of STAAR Level III tutorial teachers will implement enrichment interventions based data analysis.</p>	<p><b>Q4 Goal:</b></p> <p>By mid-June, 100% of leadership team will use data from tutorials and 2017 STAAR to identify successful Level III interventions and enrichments for use during the 2017-2018 school year.</p>				
<p><b>Q1 Interventions</b></p> <p>1) Identify high-performing students based on 2016 STAAR results.</p> <p>2) Use science labs for 5th and 6th grade at least 3 times during each grading period.</p> <p>3) Develop a set of interventions and enrichment activities.</p> <p>4)</p>		<p><b>Q2 Interventions</b></p> <p>1) Implement interventions and enrichment activities for identified Level III students.</p> <p>2) Administer and analyze formative assessment to collect Level III student data.</p> <p>3) Administrative walkthroughs will be conducted daily with teacher access to immediate feedback via DMAC.</p> <p>4)</p>		<p><b>Q3 Interventions</b></p> <p>1) Administer an assessment specially for identified Level III students to assess student mastery in science and math.</p> <p>2) Use tutorials to continue to implement interventions and enrichment.</p> <p>3) Share and use data from assessment to fill in gaps during classroom review time and during tutorials.</p> <p>4) Administrative walkthroughs will be conducted weekly with teacher access to immediate feedback via DMAC.</p>		<p><b>Q4 Interventions</b></p> <p>1) Continued use of tutorials for interventions and enrichment activities.</p> <p>2) Administrative walkthroughs will be conducted daily with teacher access to immediate feedback via DMAC.</p> <p>3) Leadership planning meeting to analyze Level III STAAR data.</p> <p>4)</p>	
<p>What data will be collected to monitor interventions in Q1?</p> <p>1) DMAC reports and a list of identified students by grade level.</p> <p>2) Documentation in lesson plans</p> <p>3) Documentation of a list of interventions and enrichment activities.</p> <p>4)</p>		<p>What data will be collected to monitor interventions in Q2?</p> <p>1) Tutorial Logs</p> <p>2) Assessments, Data Room, and DMAC</p> <p>3) DMAC walkthrough reports</p> <p>4)</p>		<p>What data will be collected to monitor interventions in Q3?</p> <p>1) Assessments and DMAC</p> <p>2) Tutorial Logs</p> <p>3) Lesson plan report and assessment data</p> <p>4) DMAC walkthrough reports</p>		<p>What data will be collected to monitor interventions in Q4?</p> <p>1) Tutorial logs</p> <p>2) DMAC walkthrough reports</p> <p>3) Sign-in sheets and agenda</p> <p>4)</p>	
<p><b>Q1 Report</b></p> <p>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</p>		<p><b>Q2 Report</b></p>		<p><b>Q3 Report</b></p>		<p><b>Q4 Report</b></p>	
<p>Did you meet this quarter's goal?</p> <p>Select</p>	<p>Did you meet this quarter's goal?</p> <p>Select</p>	<p>Did you meet this quarter's goal?</p> <p>Select</p>	<p>Did you meet this quarter's goal?</p> <p>Select</p>	<p>Did you meet this quarter's goal?</p> <p>Select</p>	<p>Did you meet this quarter's goal?</p> <p>Select</p>	<p>Did you meet this quarter's goal?</p> <p>Select</p>	<p>Did you meet this quarter's goal?</p> <p>Select</p>

#### End of Quarter Reporting

Responses to these questions have been from the Contact Intervention Information Tab	Education Service Center (ESC) Number Region 2	District Name Beeville ISD	Campus Number 000000104	Campus Name Thomas Jefferson Intermediate
--	---	-------------------------------	----------------------------	--

### Needs Assessment Summary and Improvement Plan

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	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>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting					
Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<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"/> CSP/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.

**Problem Statement 3:** STAAR 2016 results indicates that 88% of Hispanic students did not meet Post-secondary readiness.

**Annual Goal:** STAAR 2017 results will indicate that at least 40% of Hispanic students meet Post-secondary readiness.

**Root Cause 3:** We are not effectively using our community resources to promote and expose our students to real-world connections by building and understanding career pathways.

**Strategy:** Increase the number real-world connections TEKS-based lessons with a particular focus on how subjects relate to careers and use community resources to plan college and career-related events.

<b>Index Number:</b>	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Index 1: Student Achievement	<input type="checkbox"/> Index 2: Student Progress	<input type="checkbox"/> Index 3: Closing Achievement Gaps	<input checked="" type="checkbox"/> Index 4: Postsecondary Readiness
----------------------	---	---	--	--	--

<b>Critical Success Factors (CSFs)</b>	<input checked="" 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 checked="" 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	<p>How will addressing this root cause impact the index/indicator/CSF?</p> <p>Expanding the exposure to real-world careers and connections will help students better understand the importance and purpose of academic achievement, which should lead to an increase in motivation and academic achievement. Tapping into community resources and partners for special classes and events will help solidify the connections between a solid education and college or career.</p>	
<b>Interventions by Quarter</b>			
<b>Q1 (Aug, Sept, Oct)</b>	<b>Q2 (Nov, Dec, Jan)</b>	<b>Q3 (Feb, Mar)</b>	<b>Q4 (April, May, June)</b>
Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).			

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number Region 2	District Name Beeville USD	Campus Number 000000104	Campus Name Thomas Jefferson Intermediate
--	---	-------------------------------	----------------------------	--

### Needs Assessment Summary and Improvement Plan

Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
100% of teachers will implement a school wide awareness campaign so that students understand the importance of college.	By the end of the second quarter, 100% of students will be exposed to information and knowledge about college choice.	By the end of the second quarter, we will hold at least 2 career days or speakers.	100% of teachers will plan and implement lessons to promote a Class of 2023 and Class of 2024 campaign.
<b>Q1 Interventions</b>	<b>Q2 Interventions</b>	<b>Q3 Interventions</b>	<b>Q4 Interventions</b>
1) Implement College-day Thursdays, where teachers wear college day shirts. 2) Post posters in various locations around the school that list the jobs and the skills students will need for 21st-Century career. 3) 4)	1) Plan and implement College Day with community stakeholders. 2) Counselor classroom visits to share information on colleges and careers. 3) Counselor will contact at least 10 institutions of higher learning and request banners. 4)	1) Plan and implement Career Day with community stakeholders. 2) Contact at least 5 speakers to present college and career information to students. 3) 4)	1) Students will complete a "college application" and review college courses to "choose a major." 2) As a part of their personal financial literacy unit, teachers will plan and implement lessons sixth grade students can relate to. <a href="https://www.collegeboard.org">https://www.collegeboard.org</a> . 3) 4)
<b>What data will be collected to monitor interventions in Q1?</b>			
1) Sign in and pictures posted on social media 2) Posters on the walls and on bulletin boards in the school. 3) 4)	1) Sign in logs and pictures posted on social media 2) College information and Counselor log 3) Counselor communication log 4)	1) Sign in logs and pictures posted on social media 2) Counselor communication log 3) 4)	1) Lesson plan report and copy of application 2) Lesson plan report 3) 4)
<b>What data will be collected to monitor interventions in Q2?</b>			
<b>What data will be collected to monitor interventions in Q3?</b>			
<b>What data will be collected to monitor interventions in Q4?</b>			

### End of Quarter Reporting

Q1 Report	Q2 Report	Q3 Report	Q4 Report
<b>Districts and 1st Year R campuses are not required to complete the quarter-1 (Q1) report.</b>			
Did you meet this quarter's goal?	Did you meet this quarter's goal?	Did you meet this quarter's goal?	Did you meet this quarter's goal?
Select	Select	Select	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.
<Enter text>	<Enter text>	<Enter text>	<Enter text>
Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Are you on track to meet the annual goal?
Select	Select	Select	Select
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 any additional information here>	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

### End of Year Reporting

<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions	
--	--

### Needs Assessment Summary and Improvement Plan

Provide the data that supports your 4th quarter status of this annual goal.  <Enter text>	If you did meet your annual goal, to what do you attribute your success?  If you did not meet your annual goal, to what do you attribute your lack of success?	Data Quality <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	Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other
---	--	---	---

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.

<Enter text>

**Problem Statement 4:** STAAR 2016 Expository reading comprehension results were 45% for 5th grade and 55% for sixth grade.

**Annual Goal:** STAAR 2017 Expository reading comprehension results will be 80% for fifth grade and 80% for sixth grade.

**Root Cause 4:** We are not effectively using a vertically and horizontally-aligned curriculum in reading.

**Strategy:** We will use the TEKS Resource System as a foundation for lesson plans and lesson-plan implementation that demonstrate vertically and horizontally-aligned curriculum in reading.

<b>Index Number:</b> <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input 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	<b>Index 1: Student Achievement</b> <input checked="" type="checkbox"/> Index 1: Student Achievement	<b>Index 2: Student Progress</b> <input type="checkbox"/> Index 2: Student Progress	<b>Index 3: Closing Achievement Gaps</b> <input type="checkbox"/> Index 3: Closing Achievement Gaps	<b>Index 4: Postsecondary Readiness</b> <input type="checkbox"/> Index 4: Postsecondary Readiness
---	---	--	--	--

**Critical Success Factors (CSFs)**  
 ESEA Turnaround Principles (TPs)  
 Major Systems

How will addressing this root cause impact the Index/Indicator/CSF?  
 Curriculum alignment in reading comprehension will allow teachers to identify gaps in instruction and to fill those gaps with quality lessons that promote higher-order thinking. Teachers can use data to monitor curriculum alignment and enhance or modify their lessons to achieve student mastery.

Interventions by Quarter			
	Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)
<b>Q1 Goal:</b> One hundred percent of reading teachers will receive professional development in reading and lesson planning.  Districts and 1st Year IR campuses are required to provide at a minimum, the interventions accomplished for quarter 1 (Q1).	<b>Q1 Interventions</b> 1) Conduct lesson planning workshop. 2) Teachers will attend training at ESC 2. 3) 4)	<b>Q2 Goal:</b> 100% of teachers will be able to show progress in student outcomes for expository reading comprehension through formative assessments.  <b>Q2 Interventions</b> 1) Plan and administer third-six weeks assessments that include questions on expository reading comprehension. 2) Analyze data to measure progress in the expository reading comprehension TEKS. 3) Administrative walkthroughs will be conducted daily with teacher access to immediate feedback via DMAC. 4) Based on data, hold face-to-face meetings with teachers to continue supportive measures in expository comprehension.	<b>Q3 Goal:</b> 100% of reading teachers will plan and implement intervention plans to help students who are not demonstrating mastery in expository reading comprehension.  <b>Q3 Interventions</b> 1) Use data from formative assessments to identify students to have not achieved at least 70% mastery in expository reading comprehension. 2) Use specific tutorial sessions for interventions and enrichment at least 3 times per week. 3) Administer short and targeted weekly assessments (no more than 4 questions) to monitor student progress. 4)
<b>Q4 Goal:</b> 100% of leadership team will review data from interventions and STAAR to plan for the 2017-2018 school year.	<b>Q4 Interventions</b> 1) Hold meetings with administrators to analyze and discuss data. 2) Hold meetings with teachers to analyze and discuss data. 3) Generate a list of at least 3 successful interventions teachers can use during the 2017-2018 school year. 4)		

Responses to these questions have been from the Contact-Intervention Information Tab	Education Services Center (ESC) Number Region 2	District Number 013-901	District Name Beeville ISD	Campus Number 00000104	Campus Name Thomas Jefferson Intermediate
--	--	----------------------------	-------------------------------	---------------------------	--

### Needs Assessment Summary and Improvement Plan

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) Teacher sign-in logs and sample lesson plan.	1) Sign in logs and assessments	1) Reports posted in the data room.	1) Sign-in sheets and agenda	2) Certificates of training completion.	2) Administrator logs of meetings and data room.	2) Tutorial Logs	2) Sign-in sheets and agenda
3) _____	3) DMAC walkthrough reports	3) _____	3) DMAC	3) Assessments and DMAC	3) _____	3) _____	List of at least 3 successful interventions.
4) _____	4) Conference logs	4) _____	4) _____	4) _____	4) _____	4) _____	4) _____

End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
<b>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</b>							
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

End of Year Reporting			
Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<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
Provide information as to how the identified elements and their impact on your success, or lack of success, will influence your planning for the 2016-2017 school year.	<Enter text>	Please provide additional information for the selection of Other or for any selected elements.	

Problem Statement 5: The 2016 student attendance rate was 96.13% (95.1% snapshot).	Annual Goal: The 2017 student attendance rate will be 97% (at least 96% snapshot).
--	--



## Needs Assessment Summary and Improvement Plan

<b>Root Cause 5:</b>	We are not implementing effective parent awareness programs and student initiatives that promote increased attendance rates or encourage student ownership for make up work.				
<b>Index Number:</b>	<input checked="" type="checkbox"/> <b>Not Applicable</b>	<input type="checkbox"/> <b>Index 1: Student Achievement</b>	<input type="checkbox"/> <b>Index 2: Student Progress</b>	<input type="checkbox"/> <b>Index 3: Closing Achievement Gaps</b>	<input type="checkbox"/> <b>Index 4: Postsecondary Readiness</b>
<b>Critical Success Factors (CSFs)</b>	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: Redesign School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers				
<b>ESEA Turnaround Principles (TPs)</b>	How will addressing this root cause impact the Indicator/CSF?				
<b>Major Systems</b>	It will improve family and community engagement because informing parents about the importance of sending students to school will encourage them to partners in their children's academic success. Well-defined incentives and systems for make-up work are crucial to academic success. Students are less likely to stop attending school for being "too far behind" when they know there are opportunities to complete missed work.				
<b>Strategy:</b>	Increase parent awareness of the importance of attending school, increase the number of incentives that promote student attendance, and provide well-defined systems for students to make up work.				

Interventions by Quarter					
	Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)	
<b>Q1 Goal:</b>	By the end of the first quarter, 100% of stakeholders will be educated on the importance of attendance and chronic attendance issues will be identified and targeted. Students with perfect attendance will be recognized.				
<b>Q1 Goal:</b>	Administrators will identify students with less than 3% chronic attendance issues (less than 90%). 100% of administrative team will recognize students with perfect attendance at three-week intervals.				
<b>Q2 Goal:</b>	The school counselor will meet with the previously identified students with continued attendance deficiencies and the counselor will also implement a schedule process for make-up work. School attendance will be displayed via social media, campus bulletin boards, and weekly school announcements. The attendance clerk will make daily personal calls and administrators will make home visits or contacts weekly for all chronically-absent students. The attendance clerk will make daily personal calls and administrators will make home visits or contacts weekly for all chronically-absent students. Principal will send a congratulatory message to all parents of students that have perfect attendance.				
<b>Q3 Goal:</b>	Administrators will contact 100% of the parents of students who have chronic absenteeism (less than 90%). Students with perfect attendance will receive a personal message from the principal.				
<b>Q4 Goal:</b>	100% of the administrative team will identify students that are not meeting the 90% required attendance rule and will have implemented intervention strategies. Students with perfect attendance will be recognized.				
<b>Q1 Interventions</b>	1) Prior social media posts to inform parents and stakeholders of the importance of student attendance and recognize perfect attendance students via the web. 2) The attendance clerk will make personal calls, home visits/contacts daily of all absent students and send weekly letters. 3) 2015-16 school year and have focus meetings with the parent and student to establish personal goals for the year. 4) Students with perfect attendance will receive recognition from the principal.				
<b>Q2 Interventions</b>	1) The school counselor will meet with the previously identified students with continued attendance deficiencies and the counselor will also implement a schedule process for make-up work. 2) School attendance will be displayed via social media, campus bulletin boards, and weekly school announcements. 3) The attendance clerk will make daily personal calls and administrators will make home visits or contacts weekly for all chronically-absent students. 4) The attendance clerk will make daily personal calls and administrators will make home visits or contacts weekly for all chronically-absent students. Principal will send a congratulatory message to all parents of students that have perfect attendance.				
<b>Q3 Interventions</b>	1) Principal and Assistant Principal will have focused attendance conferences with parents of students displaying attendance issues. 2) Administrators will continue weekly and three-week incentives that provide individual recognition within the campus. 3) The attendance clerk will make daily personal calls and administrators will make home visits or contacts weekly for all chronically-absent students. 4) Principal will send a congratulatory message to all parents of students that have perfect attendance.				
<b>Q4 Interventions</b>	1) Students will be required to attend Saturday School to regain academic time. 2) The attendance clerk will make daily personal calls and administrators will make home visits or contacts weekly for all chronically-absent students. 3) Students with zero absences will attend a perfect attendance field trip. 4) Principal will send a congratulatory message to all parents of students that have perfect attendance.				
<b>What data will be collected to monitor interventions in Q1?</b>	1) Number of likes on Facebook, Retweets 2) Phone logs, contact sheets and visitor sign-in sheets. 3) Principal contact logs, identified students, and copy of student goal sheets. 4) Students with perfect attendance will receive a principal award and a pencil.				
<b>What data will be collected to monitor interventions in Q2?</b>	1) School counselor log, attendance records of identified students, and staff meeting log. 2) Screen shots of social media posts. Pictures of bulletin board with weekly attendance. 3) Phone logs, contact sheets and visitor sign-in sheets. 4) Calculations of attendance of grade level homerooms.				
<b>What data will be collected to monitor interventions in Q3?</b>	1) List of students and parent contact logs. 2) Social media posts (likes / views), calculated student attendance by week, six week, and end-of-quarter. 3) Phone logs, contact sheets and visitor sign-in sheets. 4) School Messenger Contact Log and individualized letters.				
<b>What data will be collected to monitor interventions in Q4?</b>	1) Class rosters and teacher sign in sheets 2) Phone logs, contact sheets and visitor sign-in sheets. 3) List of Perfect attendance and Field Trip Agenda. 4) School Messenger Contact Log and individualized letters.				
<b>End of Quarter Reporting</b>					
<b>Q1 Report</b>	<b>Q2 Report</b>				<b>Q3 Report</b>
Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.					
<b>Q4 Report</b>					