

LEA Name:	#REF!
Campus Name:	#REF!

Data Analysis Summary

Is this a district submission or campus submission?	Campus
Is your district staged in PBM?	Yes
Definition/Purpose:	<i>Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.</i>
Summary of findings	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the basis for the needs assessment process.
Section 1: Student Achievement	2013 Reading 47%, Math 35%, Writing 34%, Science 24% ; 2014 Reading 42%, Math 39%, Writing 36%, Science 40%
Index met?	No
Index score:	
What are the trends in the index 1 data over time?	Below standard performance in Reading, Math, Science, Writing
What impact do the trends have on Index 1?	Did not meet standard
What other insights do the data reveal that impact student success?	Performance low in phase in level 1 that carries over to index 3 and 4.
Section 2: Student Progress	
Index met?	Yes, at Phase-In Level II
Index score:	
What are the trends in the index 2 data over time?	In 2014, 42 students met or exceeded progress in reading and 79 students met or exceeded progress in math.
What impact do the trends have on Index 2?	Met Standard, students are making growth in the areas of reading and math.
What other insights do the data reveal that impact student success?	Performance low in phase I. Be cognizant of sufficient progress from grade level to grade level.
Section 3: Closing Performance Gaps	
Index met?	No
Index score:	
What are the trends in the index 3 data over time?	Eco Dis and Hispanic were the two lowest scoring within 10% of the mean averages of meeting standard in Index 1.
What impact do the trends have on Index 3?	Did not meet standard
What other insights do the data reveal that impact student success?	All student group scores need to improve and we need to close the performance gap among student groups
Section 4: Postsecondary Readiness	
Index met?	No
Index score:	
What are the trends in the index 4 data over time?	Student performance in Levels II and III are low.
What impact do the trends have on Index 4?	Increase rigor and relevance in the classroom through a variety of different strategies.
What other insights do the data reveal that impact student success?	Across the board student performance is low. Increase rigor to meet postsecondary readiness standard.
Section 5: System Safeguards	
Were system safeguards missed for Performance?	Yes
Were system safeguards missed for Participation?	No
Were system safeguards missed for Graduation?	No
What are the trends in the System Safeguard data over time?	Performance is a concern, however not Participation. Students in all student groups have not performed well in math, reading, writing, and science for the past 2 years.
What other insights do the data reveal that impact student success?	Performance across all subject areas and all students including all student groups are low.
#REF!	
#REF!	Campus
#REF!	Special Education, Bilingual Education
#REF!	We contributed in all areas, San Jacinto contributed to PBM staging in all areas.

LEA Name:	#REF!
Campus Name:	#REF!

Needs Assessment Summary and Improvement Plan

Definition/Purpose:	<i>After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs</i>	
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Identified and Prioritized Needs: It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability 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 PBM indicator and ensure those are your prioritized needs.

Need 1:	Eco Dis (64.06%) did not meet standard on 13-14 Math STAAR assessment. Math system safeguard was not met for the 2014 STAAR assessment for all subgroups.
Need 2:	Eco Dis (65.87%) did not meet standard on 13-14 Reading STAAR assessment. Reading system safeguard was not met for the 2014 STAAR assessment for all subgroups.
Need 3:	Eco Dis (69.01%) did not meet standard on 13-14 STAAR Writing assessment Writing system safeguard was not met for the 2014 STAAR assessment for all subgroups.
Need 4:	Eco Dis (66.67%) did not meet standard on 13-14 STAAR Science assessment. Science system safeguard was not met for the 2014 STAAR assessment for all subgroups.

*****Important Notice! Improvement Required districts/campuses must complete Attestation Statement at the bottom of this tab to fulfill TEC §39.106 requirements!*****

Need:	Eco Dis (64.06%) did not meet standard on 13-14 Math STAAR assessment. Math system safeguard was not met for the 2014 STAAR assessment for all subgroups.	Critical Success Factor / ESEA Turnaround Principle Key	CSF 1- Improve Academic Performance	ESEA TP: Strengthen the School's Instruction
Index:	1, 3, 4		CSF 2- Quality Data to Drive Instruction	ESEA TP: Use of Data to Inform Instruction
Factor/ESEA Turnaround Principle:	CSF 2 / ESEA TP: Use of Data to Inform Instruction, CSF 1 / ESEA TP: Strengthen the School's Instruction, CSF 4 / ESEA TP: Redesigned School Calendar, CSF 3 / ESEA TP: Provide Strong Leadership, CSF 7 / ESEA TP: Ensure Effective Teachers		CSF 3- Leadership Effectiveness	ESEA TP: Provide Strong Leadership
Annual Goal:	San Jacinto Eco. Dis. will increase from (13-14) 35.94% to 60% on the 2015 STAAR.		CSF 4- Increased Learning Time	ESEA TP: Redesigned School Calendar
Strategy:	Guided math K-5, differentiated instruction, data talks, Classworks, Think Through Math, PLC conversations, data driven instruction with rigorous assessment		CSF 5- Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
How will addressing this need impact the index, CSF/ESEA TP, or major system identified?	San Jacinto will increase student achievement and performance in the following student group: Economically Disadvantaged by providing teachers with continuous professional development on implementation of research based instructional strategies and rigorous lessons.		CSF 6- School Climate	ESEA TP: Improve School Environment
			CSF 7- Teacher Quality	ESEA TP: Ensure Effective Teachers

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
<p>Based on 13-14 STAAR scores, Eco Dis students will increase individual scores in Math from</p> <p>Q1 Goal: 35% to 45% on SBA/Unit Tests.</p>		<p>assessment data (SBA/Unit Tests), Eco Dis students will increase individual scores from 45% to</p> <p>Q2 Goal: 55%.</p>		<p>Based on current assessment data (DBA/SBA/Unit Tests), Eco Dis will increase individual scores from 55% to 60%</p> <p>Q3 Goal: to 60%</p>		<p>Based on 2015 STAAR results, Eco Dis will increase scores to 60% to meet standard.</p> <p>Q4 Goal:</p>	
Interventions:		Interventions:		Interventions:		Interventions:	
Need 1	1) K-6 Guided Math, small group instruction	1) K-6 guided math, small group instruction	1) K-2 Guided Math, small group instruction through tutorials for all 2-4 days per week.	1) K-6 Guided Math, small group instruction			
	2) Teacher Data Talks after each assessment including data talks on Fast Pass Fridays	2) Teacher Data Talks after each assessment in addition to continuous PD on differentiation, engagement, rigor, and culture of poverty	2) Individual teacher Data Talks after each assessment in addition to continuous PD on differentiation, engagement, rigor, and culture of poverty	2) Teacher Data Talks after each assessment in addition to continuous PD on differentiation, engagement, rigor, and culture of poverty			
	3) Classworks/Think Through Math	3) Classworks/Think Through math and RTI interventions	3) Classworks/Think Through Math and RTI interventions	3) Classworks/Think Through Math and RTI interventions			
	4) Continous PD on math lesson planning including rigorous questions for teachers and parents	4) Begin after school tutorials for targeted intervention on specific student expectations	4) Monitor math lesson planning including rigorous questions for teachers.	4) Begin after school tutorials for targeted intervention on specific student expectations			
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		be collected to monitor interventions?		What data will be collected to monitor interventions?	
1) Lesson Plans	1) Lesson Plans	1) Lesson Plans	1) Lesson Plans				
2) Eduphoria data, progress reports	2) Eduphoria data, progress reports, PD session handouts, implementaion in the classroom observed through walkthroughs and lesson plans	2) Eduphoria data, progress reports, PD session handouts, implementaion in the classroom observed through walkthroughs and lesson plans	2) Eduphoria data, progress reports, PD session handouts, implementaion in the classroom observed through walkthroughs and lesson plans				
3) Weekly Classworks and Think Through Math reports	3) weekly reports and conversations about productivity of RTI sessions	3) Weekly reports and conversations about productivity of RTI sessions	3) Weekly reports and conversations about productivity of RTI sessions				

4)	Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs.	4)	Administrators will have on going conversations with classroom teachers about observations in walk throughs and producticity in tutoring sessions. These conversations will be both individual and group during	4)	Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs.	4)	Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs.
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End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	No	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
Describe the data or evidence used to determine if the goal will or won't be met.	District administered SBA testing TEKS taught to date. 52% Eco. Dis. Met standard on the SBA assessment.	Describe the data or evidence used to determine if the goal will or won't be met.	On the DBA administered mid-January, 7% of Eco Dis students met the 55% standard. Removing the test results for the SEs not yet taught, the result increases to 17%. For Unit test administered in	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?	Targeted tutorials and a focus on productivity of RTI.	What, if any, adjustments must be made in order to meet the annual goal?	The data talks have been group focused. These need to be individual data talks. Monitor effectiveness of tutorials and all interventions.	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?	
Need:	Eco Dis (65.87%) did not meet standard on 13-14 Reading STAAR assessment. Reading system safeguard was not met for the 2014 STAAR assessment for all subgroups.					CSF 1-Improve Academic Performance	ESEA TP: Strengthen the School's Instruction
Index:	1, 3, 4					CSF 2-Quality Data to Drive Instruction	ESEA TP: Use of Data to Inform Instruction

Critical Success Factor / ESEA Turnaround Principle:	CSF 2 / ESEA TP: Use of Data to Inform Instruction, CSF 5 / ESEA TP: Ongoing Family and Community Engagement, CSF 4 / ESEA TP: Redesigned School Calendar, CSF 3 / ESEA TP: Provide Strong Leadership, CSF 6 / ESEA TP: Improve School Environment	Critical Success Factor / ESEA Turnaround Principle Key	CSF 3-Leadership Effectiveness	ESEA TP: Provide Strong Leadership
Annual Goal:	The met standard STAAR reading Eco Dis will increase from 44.13 to 60%.		CSF 4-Increased Learning Time	ESEA TP: Redesigned School Calendar
Strategy:	Small group (guided reading), differentiated instruction, iStation, continuous and follow up feedback with PD on creating lessons using the 5E model and research based best practices, data talks		CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
How will addressing this need impact the index, CSF/ESEA TP, or major system identified?	San Jacinto will increase student achievement and performance in the following student group: Economically Disadvantaged by providing teachers with continuous professional development on implementation and research based instructional strategies and rigorous lessons.		CSF 6-School Climate	ESEA TP: Improve School Environment
			CSF 7-Teacher Quality	ESEA TP: Ensure Effective Teachers

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: Based on 13-14 STAAR scores, Eco Dis will increase individual scores in Reading to 48% on SBA/Unit Tests	Q2 Goal: Based on current assessment data (SBA/Unit Tests), Eco Dis will increase individual scores to 52% to meet standard.	Q3 Goal: Based on current assessment data (DBA/SBA/Unit Tests), Eco Dis will increase individual scores to 60% to meet standard.	Q4 Goal: Based on 2015 STAAR results, Eco Dis will increase scores to 60% to meet standard.
Interventions:	Interventions:	Interventions:	Interventions:
1) Individualized iStation	1) Individualized iStation	1) Individualized iStation	1) Individualized iStation
2) Guided Reading with differentiated instruction	2) Guided Reading with differentiated instruction. PD is in the process of being scheduled for differentiation and engagement.	2) Increasing Guided Reading with differentiated instruction	2) Guided Reading with differentiated instruction. Utilizing and implementing PD of differentiation, engagement, and culture of poverty
3) PD on creating lessons using 5E model and levels of questioning with continuous follow up and feedback	3) Continue refining lesson plans and raising the level of rigor in questioning with continuous follow up and feedback	3) PD on creating lessons using 5E model and levels of questioning with continuous follow up and feedback	3) Continue refining lesson plans and raising the level of rigor in questioning with continuous follow up and feedback

	4) Data talks after each assessment	4) Data talks after each assessment	4) Data talks after each assessment	4) Individual Data talks after each assessment	4) Data talks after each assessment.
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		be collected to monitor interventions?	What data will be collected to monitor interventions?
1) Weekly Reports, Eduphoria Data, and Progress Reports	Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs.	1) Weekly Reports, Eduphoria Data, and Progress Reports	Administrators will have on going conversations with classroom teachers about observations in walk throughs including reflective questioning. These conversations will be both individual and group during grade level PLCs.	1) Weekly Reports, Eduphoria Data, and Progress Reports	Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs.
2) Lesson Plans, CSP and PDAS walkthroughs		2) Lesson Plans, CSP and PDAS walkthroughs		2) Lesson Plans, CSP and PDAS walkthroughs	
3) Bi Weekly checks in PLC		3) Bi Weekly checks in PLC		3) Bi Weekly checks in PLC	
4) Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs.		4) Administrators will have on going conversations with classroom teachers about observations in walk throughs including reflective questioning. These conversations will be both individual and group during grade level PLCs.		4) Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs.	
End of Quarter Reporting					
Q1 Report		Q2 Report		Q3 Report	Q4 Report
Are you on track to meet the annual goal? Yes		Are you on track to meet the annual goal? no		Are you on track to meet the annual goal?	
Describe the data or evidence used to determine if the goal will or won't be met. District administered SBA testing TEKS taught to date. 52% Eco. Dis. Met standard on the SBA assessment.		Describe the data or evidence used to determine if the goal will or won't be met. Based on the DBA administered in January, the results are 45% of Eco Dis students, met standard at the 52% threshold. For Unit tests administered in December 41% of students met standard at the STAAR level. Istation scores have declined from December to January by a few percentage points.		Describe the data or evidence used to determine if the goal will or won't be met.	Describe the data or evidence used to determine if the goal will or won't be met.

What, if any, adjustments must be made in order to meet the annual goal?	During PLCs and walk throughs reflective questioning will be added to model effective instruction strategies and provide more evaluative evidence.	What, if any, adjustments must be made in order to meet the annual goal?	Increased monitoring of ISTATION participation and effectiveness of the other interventions.	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?	
Need:	Eco Dis (69.01%) did not meet standard on 13-14 STAAR Writing assessment Writing system safeguard was not met for the 2014 STAAR assessment for all subgroups.			Critical Success Factor / ESEA Turnaround Principle Key	CSF 1-Improve Academic Performance	ESEA TP: Strengthen the School's Instruction	
Index:	1, 3, 4				CSF 2-Quality Data to Drive Instruction	ESEA TP: Use of Data to Inform Instruction	
Critical Success Factor / ESEA Turnaround Principle:	CSF 2 / ESEA TP: Use of Data to Inform Instruction, CSF 7 / ESEA TP: Ensure Effective Teachers, CSF 3 / ESEA TP: Provide Strong Leadership, CSF 5 / ESEA TP: Ongoing Family and Community Engagement				CSF 3-Leadership Effectiveness	ESEA TP: Provide Strong Leadership	
Annual Goal:	The writing passing percentage on STAAR 2015 for Eco Dis will increase from 31% to 60% to meet standard.				CSF 4-Increased Learning Time	ESEA TP: Redesigned School Calendar	
Strategy:	Data talks, differentiated instruction, portfolios, parent university				CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement	
How will addressing this need impact the index, CSF/ESEA TP, or major system identified?	San Jacinto will increase student achievement and performance in the following student group: Eco Dis by providing teachers with continuous professional development on implementation and research based instructional strategies and rigorous lessons.				CSF 6-School Climate	ESEA TP: Improve School Environment	
					CSF 7-Teacher Quality	ESEA TP: Ensure Effective Teachers	

Interventions by Quarter							
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:	Based on 13-14 STAAR writing scores, Eco Dis students will increase writing scores from 31% to 45% to meet standard on SBA/Unit Tests.	Q2 Goal:	assessment data (SBA/Unit Tests), Eco Dis students will increase writing scores to 55% to meet standard.	Q3 Goal:	Based on current assessment data (DBA/SBA/Unit Tests), Eco Dis students will increase writing scores to 60% to meet standard.	Q4 Goal:	Based on 2015 STAAR results, Eco Dis will increase scores to 60% to meet standard.
Interventions:		Interventions:		Interventions:		Interventions:	
	Teachers will work in small groups on targeted areas of instruction at least 40% of their writing workshop time. 1)		Teachers in grades 3 and 4 will work in small groups on targeted areas of instruction at least 40% of their writing workshop time. 1)		Teachers will work in small groups on targeted areas of instruction at least 40% of their writing workshop time. 1)		Teachers will work in small groups on targeted areas of instruction at least 40% of their writing workshop time. 1)

	2) K-6 Writing Portfolios		2) K-6 Writing Portfolios		2) K-6 Writing Portfolios		2) K-6 Writing Portfolios
	3) Teachers will differentiate instruction during their writing block.		3) Teachers will differentiate instruction during their writing block. PD on differentiation and engagement is in the process of being scheduled.		3) Teachers will differentiate instruction during their writing block		3) Teachers will differentiate instruction during their writing block. PD on differentiation and engagement is in the process of being scheduled.
	4) Creating a Writing rubric in K-6 to assess writing samples		4) Benchmark writing curriculum. Ms. Kimble will hold PD session for K-2 teachers on writing curriculum.		4) Parent University K-6		4) Implementation and follow up of writing benchmark K-5
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor		What data will be collected to monitor interventions?	
1) Lesson plans, CSP and PDAS walkthroughs		1) Lesson plans, CSP and PDAS Walkthroughs		1) Lesson plans, CSP and PDAS walkthroughs		1) Lesson plans, CSP and PDAS walkthroughs	
2) Bi weekly checks in PLCs		2) Bi weekly checks in PLCs		2) Bi weekly checks in PLCs		2) Bi weekly checks in PLCs	
3) Weekly Reports, Eduphoria Data, and Progress Reports		3) Weekly Reports, Eduphoria Data, and Progress Reports		3) Weekly Reports, Eduphoria Data, and Progress Reports		3) Weekly Reports, Eduphoria Data, and Progress Reports	
4) Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs.		4) Lesson plans, CSP and PDAS Walkthroughs		4) Lesson plans, CSP and PDAS walkthroughs		4) Lesson plans, CSP and PDAS walkthroughs	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	No	Are you on track to meet the annual goal?	No	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	

Describe the data or evidence used to determine if the goal will or won't be met.	District administered SBA testing TEKS taught to date. 36% Eco. Dis. Met standard on the SBA assessment.	Describe the data or evidence used to determine if the goal will or won't be met.	On the January 2014, 23% of Eco Dis students met the 55% standard. In 4th grade 32% met the 55% standard. Writing released test was administered in December to 4th	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?	Small group instruction will focus on 3rd and 4th grade students.	What, if any, adjustments must be made in order to meet the annual goal?	Close monitoring of writing interventions, looking for adjustments that can be made to maximize student success, time, stronger instruction, effective interventions.	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?	
Need:	Eco Dis (66.67%) did not meet standard on 13-14 STAAR Science assessment. Science system safeguard was not met for the 2014 STAAR assessment for all subgroups.				Critical Success Factor / ESEA Turnaround Principle Key	CSF 1-Improve Academic Performance	ESEA TP: Strengthen the School's Instruction
Index:	1, 3, 4					CSF 2-Quality Data to Drive Instruction	ESEA TP: Use of Data to Inform Instruction
Critical Success Factor / ESEA Turnaround Principle:	CSF 6 / ESEA TP: Improve School Environment, CSF 7 / ESEA TP: Ensure Effective Teachers, CSF 2 / ESEA TP: Use of Data to Inform Instruction					CSF 3-Leadership Effectiveness	ESEA TP: Provide Strong Leadership
Annual Goal:	The science Eco Dis passing percentage on STAAR will increase from 51% to 60% to meet STAAR expectations.					CSF 4-Increased Learning Time	ESEA TP: Redesigned School Calendar
Strategy:	Interactive journals, PD with continuous support and feedback					CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
How will addressing this need impact the index, CSF/ESEA TP, or major system identified?	San Jacinto will increase student achievement and performance in the following student group: Eco Dis by providing teachers with continuous professional development on implementation and rigorous lessons.					CSF 6-School Climate	ESEA TP: Improve School Environment
						CSF 7-Teacher Quality	ESEA TP: Ensure Effective Teachers

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
<p>Q1 Goal: SBA/Unit Tests</p> <p>Based on 13-14 STAAR science scores, Eco Dis will increase individual student performance to 54% to meet standard on</p>		<p>Q2 Goal:</p> <p>Based on current assessment data (SBA/Unit Tests), Eco Dis will increase individual student performance to 58% to meet standard.</p>		<p>Q3 Goal:</p> <p>Based on current assessment data (DBA/SBA/Unit Tests), Eco Dis will increase individual student performance to 60% to meet standard.</p>		<p>Q4 Goal:</p> <p>Based on 2015 STAAR results, Eco Dis will increase scores to 60% to meet standard.</p>	
Interventions:		Interventions:		Interventions:		Interventions:	
1)	Interactive journals,	1)	Interactive journals will be utilized .	1)	Interactive journals will be utilized	1)	Interactive journals will be utilized
2)	5E model and level of questioning with continuous support and feedback.	2)	levels of questioning in lesson plans and in the classroom	2)	Continue to raise the levels of questioning in lesson plans and in the classroom	2)	Continue to raise the levels of questioning in lesson plans and in the classroom
3)	Book study on "The Essential Questions" teaching the verbs	3)	vocabulary by including lead4ward vocabulary. This will be measured by walkthroughs and observation of word	3)	Enhance existing vocabulary by including lead4ward vocabulary. This will be measured by walkthroughs and observation of word walls.	3)	Enhance existing vocabulary by including lead4ward vocabulary. This will be measured by walkthroughs and observation of word walls.
4)	Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs.	4)	Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs.	4)	Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs.	4)	Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs.
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor		What data will be collected to monitor interventions?	
1)	Lesson plans, CSP, and PDAS walkthroughs	1)	Lesson plans, CSP, and PDAS walkthroughs	1)	Lesson plans, CSP, and PDAS walkthroughs	1)	Lesson plans, CSP, and PDAS walkthroughs
2)	Bi Weekly checks in PLC	2)	Bi Weekly checks in PLC	2)	Bi Weekly checks in PLC	2)	Bi Weekly checks in PLC

	Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs. 3)		Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs. 3)		Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs. 3)		Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs. 3)
	Weekly Reports, Eduphoria Data, and Progress Reports 4)		Weekly Reports, Eduphoria Data, and Progress Reports 4)		Weekly Reports, Eduphoria Data, and Progress Reports 4)		Weekly Reports, Eduphoria Data, and Progress Reports 4)
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	No	Are you on track to meet the annual goal?	No	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
Describe the data or evidence used to determine if the goal will or won't be met.	District administered SBA testing TEKS taught to date. 32% Eco. Dis. Met standard on the SBA assessment.	Describe the data or evidence used to determine if the goal will or won't be met.	On the January DBA 31% of Eco Dis students met standard. For fifth grade, 27% met standard. Unit tests administered in December for 3-5 yielded 45% met STAAR standard. For fifth grade, 40% met standard.	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?	Adding a focus on the lead4ward vocabulary and rigorous levels of questions.	What, if any, adjustments must be made in order to meet the annual goal?	Focus on levels of questioning, individual data talks and vocabulary.	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?	

LEA Name:	#REF!
Campus Name:	#REF!

**Accountability Monitoring
State Targeted Reconstitution Plan
(Supplement to the Improvement Plan)**

TEA Reviewer Only:					
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Initial Determinations:		Staffing Decisions:		Final Reconstitution Plan:	
Staffing Decisions:	Superintendent Leadership Team (SLT) met to determine administration and staff reconstitution guidelines as well	Date Final Version Approved (For Use by TEA REVIEWER only):		TEA Reviewer:	
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107	Reconstitution Determinations	Actions Planned or Taken	Resources and Persons Responsible	Timelines	Comments
Campus Redesign that Addresses Staff Changes/Retention	Change in leadership	New Principal was named at San Jacinto.	Mr. Crowe, Wendy Hines	New Principal (Pam Walker) began July 7th at San Jacinto.	
Other Elements of Innovative Campus Redesign	More instructional time is needed in the classroom.	Master Schedule was changed to include less recess and more instructional time. Pull out schedule was also reduced to one 45 minute slot per day.	Pam Walker, Marissa King	Jul-14	
Campus Redesign that Provides a Rigorous and Relevant Academic Program	More rigorous instruction in all areas including Levels of Questioning	Levels of Questioning PD embedded into PLCs and a book study on "The Essential Question." Engagment and Technology in the classroom PD will be provided by Mary Thrasher.	The Essential Question, Pam Walker	9/1/2014, Engagement- January 10th, Integrating Technology February 7th	The training from Mary Thrasher is occurring and follow-up monitoring by administrative staff is in place.
Campus Redesign that Provides a Rigorous and Relevant Academic Program	Targeted intervention will take place with focused PD for use of online pieces	PD will be given for utilizing Classworks, I-Station, Think Through Math, and Brain Child in order to utilize each program to close gaps in instruction and learning.	Pam Walker, Marissa King, CCF	Implementation training in August, September and October and then support assistance November 2014 - May 2015	The technology based programs are in place and results are monitored regularly. The staff is aware of the correlation between Tier 1 status on I-Station and success on STAAR.
Campus Redesign that Provides Personal Attention and Guidance	Goal setting for administration and staff	During PLCs, lowest TEKS were visited and goals were set and implemented by teachers and administrators	CCF	September 2014-May 2015	The trainings are ongoing, but the process has evolved to a focus on support for individual students.

Campus Redesign that Provides High Expectations for All Students	Change in scope and sequence and curriculum guides	District teachers and curriculum personnel created curriculum guides and units and input into forethought with a plethora of resources.	District Collaborative Teams and CCF	Summer 2014	
Campus Redesign that Addresses Curriculum and Instructional Changes	More rigorous instruction in all areas.	District will provide guided math training to teachers to implement in August. A new math and science textbook was adopted by the district.	Marissa King and CCF	Implement in August 2014, training and implementation in August 2014,	Guided math is being implemented in the lower grades, but the roll-out process is slow.
Campus Redesign that Addresses Structural and Managerial Innovations	Targeted Planning and data talks by content area	Vertical teams will look at core content subjects and work to close gaps. Data Talks will be conducted in PLCs.	ALL SJ Staff	October 2014 -May 2015	Data talks have been occurring in PLCs, but will become individual data talks for the spring semester.
Campus Redesign that Addresses Sustained Professional Development	Classroom embedded professional development will be offered by the district in all content areas.	Each classroom teacher will receive job embedded PD in all content areas and observe modeling of the PD in classrooms	District Curriculum and Region 18	September 2014-May 2015	The initiative with Region 18 has been halted due to an inability to provide substitute teachers.
Campus Redesign that Addresses Financial Commitment	Priority monies will be utilized to purchase more technology	Two computer on wheels have been purchased and two more will be purchased when new monies come in. Two mini iPads per grade level were purchased. Technology training on how to utilize these items to enrich learning will be provided.	eGrant, Ms. Walker, CCF	6/1/2014, January 2015	The COW units are in place and being used regularly.
Campus Redesign that Provides High Expectations for All Students	Enhance RTI process in all grades K-6.	Processes and RTI implementation into new master schedule with targeted intervention.	All SJ staff	Sep-14	
Campus Redesign that Addresses Curriculum and Instructional Changes	Targeted planning by staff within grade levels and across subject areas	Grade levels will conduct PLCS in addition to grade level planning at least once a week.	SJ grade level teams	August 2014-June 2015	PLCs are being held regularly.

Campus Redesign that Addresses Staff Changes/Retention	Identified by TEA as a Multi-Year IR Priority Campus	<p>Superintendent's Leadership Team (SLT) determined that all members of the staff will interview with the exception of employees assigned by District level personnel including Reading Specialist, Reading Coach, and Dyslexia Teacher. These employees may be reassigned at any time by their central office supervisor. Since the Campus Curriculum Facilitator (CCF) is full time employee of the campus, they will interview with the staff. Administrator interviews will be conducted by the Superintendent's Leadership Team on October 13th. Due to a leadership change in July, the Assistant Principal is the only administrator interviewing under the guidelines. During the month of October the media, staff, and parents will be notified of the process for reconstitution. In November, first round interviews will be conducted with the staff. The interview committee will include campus administrators (if applicable), PSP, DCSI, and Reconstitution Specialist. The committee will make a determination if the staff will be invited back next year or participate in a second interview in January. A Human Resource representative will be added to the interview committee for second round interviews. Final notifications will be made to staff</p>	Superintendent Leadership Team, PSP, DCSI, Reconstitution Specialist, and Human Resource Representative.	October 13, 2014-AP Interview	<p>The reconstitution of staff is on track according to the timelines listed here. Twelve teachers will interview in the second round. All teachers were given suggestions for growth after the first round of interviews.</p>
Select One	<enter text>	<enter text>		October 13, 2014 Superintendent held staff meeting to give timeline and address any questions	
Select One	<enter text>	<enter text>		November 2, 2014 Parent Meeting held about Reconstitution	
Select One	<enter text>	<enter text>		November 17-19 44 Staff interviews were held	

Select One	<enter text>	<enter text>		December 3, 2014 Staff were told results 12 content area teachers were asked to complete a 2nd interview	
Select One	<enter text>	<enter text>		February 9, Second round of interviews will be held for 12 teachers	
Campus Redesign that Provides High Expectations for All Students	Focused Professional Development that offers resources that integrate technology.	Each Wednesday, PD will be offered from 3:30-4:30 on focused topics that pertain to grade levels.	Pam Walker, Marissa King, CCF, ECISD instructional technology department	Jan 7, 2015-Brainchild Training January 14, 2015 Think Through Math (Grades 3-6) Running Records (K-2) January 21, 2015 Training on Ipads and educational apps that can be utilized in the classroom	
Campus Redesign that Provides High Expectations for All Students	A culture that is focused on student learning, engagement, and student produced results.	A book study will be held on The Essential 5.	Pam Walker	TBD	