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): *Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.*	**PS 1:**	47 % of Goliad 3rd, 4th, and 5th graders met standard on the 2016 STAAR Reading assessment	is occurring because of Root Cause #1	**Root Cause 1:**	Teachers did not teach the process standards for reading with fidelity
	PS 2:	54% of Goliad 3rd, 4th, and 5th graders met standard on the 2016 math STAAR assessment	is occurring because of Root Cause #2	**Root Cause 2:**	Teachers did not teach to the level of TEKS required for STAAR mastery in math
	PS 3:	38% of the Goliad 4th graders met standard on the 2016 STAAR writing assessment	is occurring because of Root Cause #3	**Root Cause 3:**	Teachers have not fully implemented Writer's Workshop and revising and editing TEKS
	PS 4:	39% of Goliad 5th graders met standard on the 2016 Science STAAR assessment	is occurring because of Root Cause #4	**Root Cause 4:**	Teachers did not follow the district scope and sequence for science
	PS 5:		is occurring because of Root Cause #5	**Root Cause 5:**	<Enter text>
	PS 6:		is occurring because of Root Cause #6	**Root Cause 6:**	<Enter text>
	PS 7:		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.

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.

Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
Region 18	068901	Ector County ISD	068901110	Goliad

Responses to these questions have been from the Contact-Intervention Information Tab

Needs Assessment Summary and Improvement Plan

Problem Statement 1: 47 % of Goliad 3rd, 4th, and 5th graders met standard on the 2016 STAAR Reading assessment	**Annual Goal:** 65% of Goliad 3rd, 4th and 5th graders will meet standard on the 2017 STAAR reading assessment
Root Cause 1: Teachers did not teach the process standards for reading with fidelity	**Strategy:** Increase teacher and student proficiency with process standards within reading

Index Number:	☐ Not Applicable	☑ Index 1: Student Achievement	☑ Index 2: Student Progress	☑ Index 3: Closing Achievement Gaps	☑ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) **ESEA Turnaround Principles (TPs)** **Major Systems**	☑ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☑ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☑ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ 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	**How will addressing this root cause impact the index/indicator/CSF?**	Reading process standards (figure 19) are a significant portion of the STAAR Reading assessment and critical to success in reading and in the application of reading to other content areas. As teachers become proficient in understanding the process standards and learn strategies for instruction, student comprehension and application will increase. Evidence of the success of this strategy will be evident in classroom discussions, formative assessments, and district designed unit assessments. Data collected through formative assessments and unit assessments will guide job embedded professional development provided by campus instructional support staff. Data disaggregation of the unit assessments by student expectations and by student will provide detail for instruction and interventions.

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	100% of teachers trained in process standards (fig 19) for reading, teaching standards as outlined in scope and sequence, participate in unpacking TEKS training	**Q2 Goal:**	Lesson plans reveal 100% of teachers are incorporating process standards into instruction and are on schedule with scope and sequence, Observations reveal teachers are teaching to depth and complexity of TEKS	**Q3 Goal:**	Student products, response to questions, and unit assessments reveal that instruction in the process standards is impacting student achievement. Student assessment data reveals 55% of Goliad students have mastered the process TEKS for reading	**Q4 Goal:**	Student assessment data reveals that 65% of the Goliad students have mastered the process TEKS for reading.

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Construct K-5 process standard TEKS	1)	Teachers utilize SE breakdown tools to evaluate student data from unit assessments and use data to design reteach, review or intervention for process standards	1)	Teachers utilize SE breakdown tools to evaluate student data from unit assessments and released STAAR and use data to design reteach, review or intervention for process standards	1)	Teachers utilize SE breakdown tools to evaluate student data from unit assessments and released STAAR and use data to design reteach, review or intervention for process standards
2)	Teachers receive training in strategies for teaching process standards	2)	Administrative and CCF walk through observation data collected to evaluate or observe inclusion of process standards into instruction	2)	Administrative and CCF walk through observation data collected to evaluate or observe the quality and impact of process standards into instruction	2)	Administrative and CCF walk through observation data collected to evaluate the quality and impact of process standards into instruction
3)	CCF and reading specialist work within PLCs to teach teachers how to unpack the TEKS to increase understanding of the TEKS	3)	Students complete goal setting bar graphs for unit assessments	3)	Students complete goal setting bar graphs for unit assessments, released STAAR and STAAR assessment	3)	Students complete goal setting bar graphs for unit assessments, released STAAR and STAAR assessment
4)	Creation of vertical reading team	4)	Data collected from walk throughs and lesson plans is used to guide content/purpose of PLCs, modeling, and additional professional development	4)	Data collected from walk throughs and lesson plans is used to guide content/purpose of PLCs, modeling, and additional professional development	4)	Data collected from walk throughs and lesson plans is used to guide content/purpose of PLCs

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)	creation and implementation expectations for scope and sequence for process TEKS	1)	unit assessment data, data room contains most recent data, minutes from data meetings, evidence of review, reteach, intervention in lesson plans, intervention membership	1)	unit assessment data, data room contains most recent data, minutes from data meetings, evidence of review, reteach, intervention in lesson plans, intervention participation data, RTI data	1)	unit assessment data, data room contains most recent data, minutes from data meetings, evidence of review, reteach, intervention in lesson plans, intervention
2)	sign-in sheet, agenda, training materials, and expectations for process standards strategy training	2)	observation schedule, walk through template, walk through data, feedback to teachers,	2)	observation schedule, walk through template, walk through data, feedback to teachers,	2)	observation schedule, walk through template, walk through data, feedback to teachers,
3)	PLC minutes, agendas, calendar, training materials, expected evidence in lesson plans of successful implementation	3)	student data folders	3)	student data folders	3)	student data folders
4)	vertical reading team membership, minutes, calendar	4)	PLC minutes, agendas, schedule for modeling, professional development	4)	PLC minutes, agendas, schedule for modeling, professional development	4)	PLC minutes, agendas, schedule for modeling, professional development

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	**Did you meet this quarter's goal?**	Select	**Did you meet this quarter's goal?**	Select	**Did you meet this quarter's goal?**	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	**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>		<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 _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 Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Root Cause ☐ Quarterly Planning Process ☐ Ongoing Monitoring and Interventions	☐ (Specific) Interventions ☐ Annual Goals ☐ CSF/ESEA Turnaround ☐ Training ☐ 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 2017-2018 school year.	<Enter text>

Problem Statement 2: 54% of Goliad 3rd, 4th, and 5th graders met standard on the 2016 math STAAR assessment	**Annual Goal:** 65% of Goliad 3rd, 4th, and 5th graders will meet standard on the 2017 math STAAR assessment
Root Cause 2: Teachers did not teach to the level of TEKS required for STAAR mastery in math	**Strategy:** Teachers will engage in vertical and horizontal planning for math

Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
Region 18	068901	Ector County ISD	068901110	Goliad

Needs Assessment Summary and Improvement Plan

Index Number:	☐ Not Applicable	☒ Index 1: Student Achievement	☒ Index 2: Student Progress	☒ Index 3: Closing Achievement Gaps	☒ 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?	
☒	CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction	Engaging in planning led by campus instructional leaders will lead teachers through a process that ensures depth of understanding of the TEKS and how each TEKS will be measured on unit assessments through the district and on the state assessment. Teachers will use instructional tools available through the TEKS Resource System to understand the vocabulary and complexity of the TEKS. Teachers will also use vertical planning and vertical alignment documents to make connections to prior learning and close gaps. Data will be collected through formative assessments and unit assessments. Examination of the student expectation mastery reports will reveal SEs that will need review/reteach and student level data reports will reveal students who need to participate in interventions.	
☒	CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction		
☒	CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership		
☒	CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar		
☐	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		

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	Adopt and implement planning processes and protocols for vertical and horizontal planning in math and the inclusion of appropriate instructional elements into instruction.	**Q2 Goal:**	75% of PLCs are planning with campus PLC planning tools and expectations and are including vocabulary, manipulatives and problem solving instrution in lesson plans. Lesson plans and walk throughs reveal the inclusion of the above into instruction.	**Q3 Goal:**	Walks throughs and unit assessments reveal 55% of students are successful with math vocabulary and problem solving .	**Q4 Goal:**	Walks throughs and unit assessments reveal 65% of students are successful with math vocabulary and problem solving .

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Define "effective planning", planning expectations and train teachers on planning protocol	1)	Math instruction specific walk through data collected by administrators and CCF is analyzed to drive team and teacher specific support	1)	Math instruction specific walk through data collected by administrators and CCF is analyzed to drive team and teacher specific support	1)	Math instruction specific walk through data collected by administrators and CCF is analyzed to drive team and teacher specific support
2)	Teachers participate in vertical planning meeting to create understanding of the impact of vertical alignment to student achievement	2)	Team and teacher specific professional development and/or coaching is provided as indicated by data	2)	Team and teacher specific professional development and/or coaching is provided as indicated by data	2)	Team and teacher specific professional development and/or coaching is provided as indicated by data
3)	Begin math specific walk throughs to monitor the implemenation of the district scope and sequence for math	3)	Math SE data is analyzed by teams, CCF, and vertical team to guide instruction, PD, review, and interventions	3)	Math SE data is analyzed by teams, CCF, and vertical team to guide instruction, PD, review, and interventions	3)	Math SE data is analyzed by teams, CCF, and vertical team to guide instruction, PD, review, and interventions
4)	Set expectations for the inclusion of vocabulary, problem solving, and manipulatives in classroom instruction	4)	Students complete goal setting bar graphs for unit assessments	4)	Students complete goal setting bar graphs for unit assessments	4)	Students complete goal setting bar graphs for unit assessments

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)	PLC minutes, agendas, calendar, training materials, expected evidence in lesson plans of successful impementation	1)	Math specific walk through data and feedback to teachers and CCF	1)	Math specific walk through data and feedback to teachers and CCF	1)	Math specific walk through data and feedback to teachers and CCF
2)	Vertical teaming minutes, agendas, and reflections	2)	Professional development plans, sign-in, agendas, materials	2)	Professional development plans, sign-in, agendas, materials	2)	Professional development plans, sign-in, agendas, materials
3)	Math specific walk through data and feedback to teachers and CCF	3)	Math data, data meeting calendar, agendas, recommendations, intervention plans, intervention	3)	Math data, data meeting calendar, agendas, recommendations, intervention plans, intervention	3)	Math data, data meeting calendar, agendas, recommendations, intervention plans, intervention
4)	Explicit expectations for math instruction at Goliad	4)	Lesson plans, PLC minutes, student data folders	4)	Lesson plans, PLC minutes, student data folders	4)	Lesson plans, PLC minutes, student data folders

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	**Did you meet this quarter's goal?**	Select	**Did you meet this quarter's goal?**	Select	**Did you meet this quarter's goal?**	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	**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>		<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 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 Analysis Process	☐ (Specific) Interventions	**Please provide additional information for the selection of Other or for any selected elements.**	<Enter text>	
	☐ Data Quality	☐ Annual Goals			
	☐ Appropriate Strategy	☐ CSF/ESEA Turnaround			
	☐ Identification of Root Cause	☐ Training			
	☐ Quarterly Planning Process	☐ Other			
	☐ 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.	<Enter text>

Problem Statement 3:	38% of the Goliad 4th graders met standard on the 2016 STAAR writing assessment	**Annual Goal:**	65% of Goliad 4th graders will meet standard on the 2017 STAAR assessment
Root Cause 3:	Teachers have not fully implemented Writer's Workshop and revising and editing TEKS	**Strategy:**	Goliad will implement a campus-wide writing program

Index Number:	☐ Not Applicable	☐ Index 1: Student Achievement	☐ Index 2: Student Progress	☒ Index 3: Closing Achievement Gaps	☒ Index 4: Postsecondary Readiness

	☒ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction	During the 2015-16 school year Goliad began the implementation of the school-wide writing program that
	☒ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction	

Needs Assessment Summary and Improvement Plan

| Critical Success Factors (CSFs)
ESEA Turnaround Principles (TPs)
Major Systems | ☑ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership
☑ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar
☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement
☐ CSF 6-School Climate/ESEA TP: Improve School Environment
☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers | How will addressing this root cause impact the index/indicator/CSF? | included daily writing time, common prompts and rubrics, and the regular collection of writing samples for review by the campus administrative team. Continuation of this strategy and the added focus on revising and editing will strengthen the writing workshop program throughout the campus. A common language for students and teachers will reduce confusion for students in the prewriting process. Campus curriculum support staff will plan with the writing teachers to ensure the writing block includes the elements of effective writing instruction. Unit assessments and writing sample collection will provide the campus with the data needed to make adjustments to instruction and to guide job embedded professional development for writing. |

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: All writing teachers will participate in comprehensive writing professional development for Writer's Workshop and grade level appropriate (4th only) graphic organizer for pre-writing. All writing teachers will participate in guided planning with reading specialist to design high quality	**Q2 Goal:** All teachers will design and implement high quality instruction for students that includes authentic revising and editing and utilization of common, grade level specific prewriting strategies.	**Q3 Goal:** Students will use prewriting strategies and organizers to plan and develop writing samples and will use revising and editing strategies to improve writing. Writing assessments will reveal that 55% of students are able to master revising and editing portion of the unit assessments or released STAAR.	**Q4 Goal:** Students will use prewriting strategies and organizers to plan and develop writing samples and will use revising and editing strategies to improve writing. Writing assessments will reveal that 65% of students are able to master revising and

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Teachers attend Writer's Workshop training	1) 3rd and 4th grade teachers will receiving training in effective revising and editing instruction	1) Lesson plans will be monitored for revising and editing strategies that mirror those included in R & E professional development	1) Lesson plans will be monitored for revising and editing strategies that mirror those included in R & E professional development
2) Campus will select grade level and model appropriate prewriting organizers	2) Lesson plans will be monitored for revising and editing strategies that mirror those included in R & E professional development	2) Walk throughs by CCF and administrators will evaluate/observe the implementation of Writer's Workshop and revising and editing strategies	2) Walk throughs by CCF and administrators will evaluate/observe the implementation of writer's workshop and revising and editing strategies
3) The reading specialist will guide writing planning to ensure teachers are implementing Writer's Workshop, planning for mini-lessons, and providing students with writing conferences	3) Walk throughs by CCF and administrators will evaluate/observe the implementation of Writer's Workshop and revising and editing strategies	3) Unit assessments will be analyzed to drive instruction, reteach, intervention and professional support	3) Unit assessments will be analyzed to drive instruction, reteach, intervention and professional support
4) Walk throughs by CCF and administrators will evaluate/observe the implementation of Writer's Workshop	4) Unit assessments will be analyzed to drive instruction, reteach, intervention and professional support	4)	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) sign-in sheet, agenda, training materials	1) sign-in sheet, agenda, training materials	1) lesson plans and feedback	1) lesson plans and feedback
2) graphic organizers chosen and expectations for implementation	2) unit assessment data, data room contains most recent data, minutes from data meetings, evidence of review, reteach, intervention in lesson plans, intervention participation data, RTI data	2) walk through data and evidence of feedback	2) PLC minutes, agendas, calendar, training materials, expected evidence in lesson plans of successful impementation
3) PLC minutes, agendas, calendar, training materials, expected evidence in lesson plans of successful impementation	3) lesson plan and Walk through data and evidence of feedback	3) PLC minutes, agendas, calendar, training materials, expected evidence in lesson plans of successful implementation	3) walk through data and evidence of feedback
4) walk through data and evidence of feedback	4) PLC minutes, agendas, calendar, training materials, expected evidence in lesson plans of successful implementation	4) unit assessment data, data room contains most recent data, minutes from data meetings, evidence of review, reteach, intervention in lesson plans, intervention participation data, RTI data	4) unit assessment data, data room contains most recent data, minutes from data meetings, evidence of review, intervention in lesson plans, intervention

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.	Q2 Report	Q3 Report	Q4 Report
Did you meet this quarter's goal? Select	**Did you meet this quarter's goal?** Select	**Did you meet this quarter's goal?** Select	**Did you meet this quarter's goal?** Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <Enter text>	**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 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 Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Root Cause ☐ Quarterly Planning Process ☐ Ongoing Monitoring and Interventions	☐ (Specific) Interventions ☐ Annual Goals ☐ CSF/ESEA Turnaround ☐ Training ☐ 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.	<Enter text>

Problem Statement 4:	39% of Goliad 5th graders met standard on the 2016 Science STAAR assessment	**Annual Goal:**	60% of Goliad 5th graders will meet standard on the 2017 STAAR science assessment
Root Cause 4:	Teachers did not follow the district scope and sequence for science	**Strategy:**	Teachers will engage in vertical and horizontal planning for science

Index Number:	☐ Not Applicable	☑ Index 1: Student Achievement	☑ Index 2: Student Progress	☑ Index 3: Closing Achievement Gaps	☑ Index 4: Postsecondary Readiness

| Critical Success Factors (CSFs)
ESEA Turnaround Principles (TPs)
Major Systems | ☑ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction
☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction
☑ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership
☑ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar
☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement
☐ CSF 6-School Climate/ESEA TP: Improve School Environment | How will addressing this root cause impact the index/indicator/CSF? | Engaging in planning led by campus instructional leaders will lead teachers through a process that ensures depth of understanding of the TEKS and how each TEKS will be measured on unit assessments through the district and on the state assessment. Teachers will use instructional tools available through the TEKS Resource System to understand the vocabulary and complexity of the TEKS. Teachers will also use vertical planning and vertical alignment documents to make connections to prior learning and close gaps. Data will be collected through formative assessments and unit assessments. Examination of the student expectation mastery reports will reveal SEs that will need review/reteach and student level data reports will reveal students who need to participate in interventions. |

Needs Assessment Summary and Improvement Plan

☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers

Interventions by Quarter

Q1 (Aug, Sept, Oct) **Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).**	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: Adopt and implement planning processes and protocols for vertical and horizontal planning and the inclusion of appropriate lab and hands on experiences into instruction	**Q2 Goal:** 75% of PLCs are planning with campus PLC planning tools and expectations and are including labs in lesson plans. Lesson plans and walk throughs reveal the inclusion of the above into instruction	**Q3 Goal:** Walks throughs and unit assessments reveal 55% of students are successful on the unit assessments and district benchmark .	**Q4 Goal:** Walks throughs and unit assessments reveal 65% of students are successful on the unit assessments .

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Define "effective planning", planning expectations and train teachers on planning protocol	1) Science instruction specific walk through data collected by administrators and CCF is analyzed to drive team and teacher specific support	1) Science instruction specific walk through data collected by administrators and CCF is analyzed to drive team and teacher specific support	1) Science instruction specific walk through data collected by administrators and CCF is analyzed to drive team and teacher specific support
2) Teachers participate in vertical planning meeting to create understanding of the impact of vertical alignment to student acheivement	2) Team and teacher specific professional development and/or coaching is provided as indicated by data	2) Team and teacher specific professional development and/or coaching is provided as indicated by data	2) Team and teacher specific professional development and/or coaching is provided as indicated by data
3) Begin science specific walk throughs to monitor the implemenation of the district scope and sequence for science	3) Science SE data is analyzed by teams, CCF, and vertical team to guide instruction, PD, review, and interventions	3) Science SE data is analyzed by teams, CCF, and vertical team to guide instruction, PD, review, and interventions	3) Science SE data is analyzed by teams, CCF, and vertical team to guide instruction, PD, review, and interventions
4) Set expectations for the inclusion of labs into instruction	4) Students complete goal setting bar graphs for unit assessments	4) Students complete goal setting bar graphs for unit assessments	4) Students complete goal setting bar graphs for unit assessments

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) PLC minutes, agendas, calendar, training materials, expected evidence in lesson plans of successful implementation	1) Science specific walk through data and feedback to teachers and CCF	1) Science specific walk through data and feedback to teachers and CCF	1) Science specific walk through data and feedback to teachers and CCF
2) Vertical teaming minutes, agendas, and reflections	2) Professional development plans, sign-in, agendas, materials	2) Professional development plans, sign-in, agendas, materials	2) Professional development plans, sign-in, agendas, materials
3) Science specific walk through data and feedback to teachers and CCF	3) Science data, data meeting calendar, agendas, recommendations, intervention plans, intervention	3) Science data, data meeting calendar, agendas, recommendations, intervention plans, intervention	3) Science data, data meeting calendar, agendas, recommendations, intervention plans, intervention
4) Explicit expectations for science instruction at Goliad	4) Lesson plans, PLC minutes, student data folders	4) Lesson plans, PLC minutes, student data folders	4) Lesson plans, PLC minutes, student data folders

End of Quarter Reporting

Q1 Report **Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.**		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	**Did you meet this quarter's goal?**	Select	**Did you meet this quarter's goal?**	Select	**Did you meet this quarter's goal?**	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	**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>		<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 _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 Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Root Cause ☐ Quarterly Planning Process ☐ Ongoing Monitoring and Interventions	☐ (Specific) Interventions ☐ Annual Goals ☐ CSF/ESEA Turnaround ☐ Training ☐ 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.	<Enter text>

Problem Statement 5:		**Annual Goal:**	<Enter text>
Root Cause 5:		**Strategy:**	<Enter text>

Index Number:	☐ **Not Applicable**	☐ Index 1: Student Achievement	☐ Index 2: Student Progress	☐ Index 3: Closing Achievement Gaps	☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) **ESEA Turnaround Principles (TPs)** **Major Systems**	☐ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ 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	**How will addressing this root cause impact the index/indicator/CSF?**	<Enter text>

Interventions by Quarter

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

Needs Assessment Summary and Improvement Plan

Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	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?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	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>		<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 **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 Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Root Cause ☐ Quarterly Planning Process ☐ Ongoing Monitoring and Interventions	☐ (Specific) Interventions ☐ Annual Goals ☐ CSF/ESEA Turnaround ☐ Training ☐ 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.	<Enter text>

Problem Statement 6:		Annual Goal:	<Enter text>
Root Cause 6:		Strategy:	<Enter text>

Index Number:	☐ Not Applicable	☐ Index 1: Student Achievement	☐ Index 2: Student Progress	☐ Index 3: Closing Achievement Gaps	☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	☐ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ 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	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

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

Needs Assessment Summary and Improvement Plan

1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		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?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

End of Quarter Reporting

Q1 Report **Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.**		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	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>		<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 **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 Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Root Cause ☐ Quarterly Planning Process ☐ Ongoing Monitoring and Interventions	☐ (Specific) Interventions ☐ Annual Goals ☐ CSF/ESEA Turnaround ☐ Training ☐ 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.	<Enter text>

Problem Statement 7:		Annual Goal:	<Enter text>
Root Cause 7:		Strategy:	<Enter text>

Index Number:	☐ **Not Applicable**	☐ Index 1: Student Achievement	☐ Index 2: Student Progress	☐ Index 3: Closing Achievement Gaps	☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	☐ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ 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	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) **Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).**		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	

Needs Assessment Summary and Improvement Plan

3)		3)		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?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	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>		<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 **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 Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Root Cause ☐ Quarterly Planning Process ☐ Ongoing Monitoring and Interventions	☐ (Specific) Interventions ☐ Annual Goals ☐ CSF/ESEA Turnaround ☐ Training ☐ 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.	<Enter text>

Problem Statement 8:		Annual Goal:	<Enter text>
Root Cause 8:	<Enter text>	Strategy:	<Enter text>

Index Number:	☐ **Not Applicable**	☐ Index 1: Student Achievement	☐ Index 2: Student Progress	☐ Index 3: Closing Achievement Gaps	☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	☐ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ 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	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		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?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	

Needs Assessment Summary and Improvement Plan

1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	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>		<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 **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 Analysis Process □ Data Quality □ Appropriate Strategy □ Identification of Root Cause □ Quarterly Planning Process □ Ongoing Monitoring and Interventions	□ (Specific) Interventions □ Annual Goals □ CSF/ESEA Turnaround □ Training □ 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.	<Enter text>					

Problem Statement 9:		Annual Goal:	<Enter text>
Root Cause 9:		Strategy:	<Enter text>

Index Number:	□ Not Applicable	□ Index 1: Student Achievement	□ Index 2: Student Progress	□ Index 3: Closing Achievement Gaps	□ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	□ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction □ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction □ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership □ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar □ 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	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		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?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	

Needs Assessment Summary and Improvement Plan

3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	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>		<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 **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 Analysis Process □ Data Quality □ Appropriate Strategy □ Identification of Root Cause □ Quarterly Planning Process □ Ongoing Monitoring and Interventions	□ (Specific) Interventions □ Annual Goals □ CSF/ESEA Turnaround □ Training □ 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.	<Enter text>					

Problem Statement 10:		Annual Goal:	<Enter text>
Root Cause 10:	<Enter text>	Strategy:	<Enter text>

Index Number:	□ Not Applicable	□ Index 1: Student Achievement	□ Index 2: Student Progress	□ Index 3: Closing Achievement Gaps	□ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	□ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction □ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction □ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership □ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar □ 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	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		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?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Needs Assessment Summary and Improvement Plan

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	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>		<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 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 Analysis Process ☐ (Specific) Interventions ☐ Data Quality ☐ Annual Goals ☐ Appropriate Strategy ☐ CSF/ESEA Turnaround ☐ Identification of Root Cause ☐ Training ☐ Quarterly Planning Process ☐ Other ☐ Ongoing Monitoring and Interventions	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.	<Enter text>				

FIR Sustainability Questions

If your campus is identified as formerly Improvement Required (FIR), please answer the following questions regarding the sustainability of strategies that led to your success.

What strategies, processes, and/or systems has the campus identified as making the greatest impact in moving the campus to a Met Standard rating?	<Enter text>
What plans are in place to sustain these strategies, processes, and/or systems?	<Enter text>