

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: Data analysis
 Step 5: Root cause analysis

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

Problem Statements (PS):	PS 1:	PS 2:	PS 3:	PS 4:	PS 5:	PS 6:	PS 7:	PS 8:	PS 9:	PS 10:	
Problem statements are compiled from Section V of the Campus Data Analysis (CDA) OR Section VI of the District Data Analysis Summary (DDA). Identified and Prioritized Root Causes: It is important to prioritize your Root Causes so that your improvement plan is targeted and focused. Although a Campus B/District P is critical to overall success, the targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBL, or PIF system improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an area, system safeguard, or PBL indicator and ensure those are your prioritized Root Causes. # The district or campus would like to identify more than 10 Root Causes contact the support specialist assigned to the review.	Student scores in the all subjects category was 65% as compared to the state average of 77%.	Student scores in the all subjects category was 65% as compared to the state average of 77%.	Student scores in the all subjects category was 65% as compared to the state average of 77%.	Student scores in the all subjects category was 65% as compared to the state average of 77%.	Student scores in the all subjects category was 65% as compared to the state average of 77%.	Student scores in the all subjects category was 65% as compared to the state average of 77%.	Student scores in the all subjects category was 65% as compared to the state average of 77%.	Student scores in the all subjects category was 65% as compared to the state average of 77%.	Student scores in the all subjects category was 65% as compared to the state average of 77%.	Student scores in the all subjects category was 65% as compared to the state average of 77%.	
	STAAAR weighted progress was at 34 overall compared to a state level of 40.	STAAAR weighted progress was at 34 overall compared to a state level of 40.	STAAAR weighted progress was at 34 overall compared to a state level of 40.	STAAAR weighted progress was at 34 overall compared to a state level of 40.	STAAAR weighted progress was at 34 overall compared to a state level of 40.	STAAAR weighted progress was at 34 overall compared to a state level of 40.	STAAAR weighted progress was at 34 overall compared to a state level of 40.	STAAAR weighted progress was at 34 overall compared to a state level of 40.	STAAAR weighted progress was at 34 overall compared to a state level of 40.	STAAAR weighted progress was at 34 overall compared to a state level of 40.	STAAAR weighted progress was at 34 overall compared to a state level of 40.
	Index 3 Closing Performance Gaps was at 35 compared	Index 3 Closing Performance Gaps was at 35 compared	Index 3 Closing Performance Gaps was at 35 compared	Index 3 Closing Performance Gaps was at 35 compared	Index 3 Closing Performance Gaps was at 35 compared	Index 3 Closing Performance Gaps was at 35 compared	Index 3 Closing Performance Gaps was at 35 compared	Index 3 Closing Performance Gaps was at 35 compared	Index 3 Closing Performance Gaps was at 35 compared	Index 3 Closing Performance Gaps was at 35 compared	Index 3 Closing Performance Gaps was at 35 compared
	WCOCAI was below state average in track 4.	WCOCAI was below state average in track 4.	WCOCAI was below state average in track 4.	WCOCAI was below state average in track 4.	WCOCAI was below state average in track 4.	WCOCAI was below state average in track 4.	WCOCAI was below state average in track 4.	WCOCAI was below state average in track 4.	WCOCAI was below state average in track 4.	WCOCAI was below state average in track 4.	WCOCAI was below state average in track 4.
	Is occurring because of Root Cause #1	Is occurring because of Root Cause #1	Is occurring because of Root Cause #1	Is occurring because of Root Cause #1	Is occurring because of Root Cause #1	Is occurring because of Root Cause #1	Is occurring because of Root Cause #1	Is occurring because of Root Cause #1	Is occurring because of Root Cause #1	Is occurring because of Root Cause #1	
	Is occurring because of Root Cause #2	Is occurring because of Root Cause #2	Is occurring because of Root Cause #2	Is occurring because of Root Cause #2	Is occurring because of Root Cause #2	Is occurring because of Root Cause #2	Is occurring because of Root Cause #2	Is occurring because of Root Cause #2	Is occurring because of Root Cause #2	Is occurring because of Root Cause #2	
	Is occurring because of Root Cause #3	Is occurring because of Root Cause #3	Is occurring because of Root Cause #3	Is occurring because of Root Cause #3	Is occurring because of Root Cause #3	Is occurring because of Root Cause #3	Is occurring because of Root Cause #3	Is occurring because of Root Cause #3	Is occurring because of Root Cause #3	Is occurring because of Root Cause #3	
	Is occurring because of Root Cause #4	Is occurring because of Root Cause #4	Is occurring because of Root Cause #4	Is occurring because of Root Cause #4	Is occurring because of Root Cause #4	Is occurring because of Root Cause #4	Is occurring because of Root Cause #4	Is occurring because of Root Cause #4	Is occurring because of Root Cause #4	Is occurring because of Root Cause #4	
	Is occurring because of Root Cause #5	Is occurring because of Root Cause #5	Is occurring because of Root Cause #5	Is occurring because of Root Cause #5	Is occurring because of Root Cause #5	Is occurring because of Root Cause #5	Is occurring because of Root Cause #5	Is occurring because of Root Cause #5	Is occurring because of Root Cause #5	Is occurring because of Root Cause #5	
	Is occurring because of Root Cause #6	Is occurring because of Root Cause #6	Is occurring because of Root Cause #6	Is occurring because of Root Cause #6	Is occurring because of Root Cause #6	Is occurring because of Root Cause #6	Is occurring because of Root Cause #6	Is occurring because of Root Cause #6	Is occurring because of Root Cause #6	Is occurring because of Root Cause #6	
Is occurring because of Root Cause #7	Is occurring because of Root Cause #7	Is occurring because of Root Cause #7	Is occurring because of Root Cause #7	Is occurring because of Root Cause #7	Is occurring because of Root Cause #7	Is occurring because of Root Cause #7	Is occurring because of Root Cause #7	Is occurring because of Root Cause #7	Is occurring because of Root Cause #7		
Is occurring because of Root Cause #8	Is occurring because of Root Cause #8	Is occurring because of Root Cause #8	Is occurring because of Root Cause #8	Is occurring because of Root Cause #8	Is occurring because of Root Cause #8	Is occurring because of Root Cause #8	Is occurring because of Root Cause #8	Is occurring because of Root Cause #8	Is occurring because of Root Cause #8		
Is occurring because of Root Cause #9	Is occurring because of Root Cause #9	Is occurring because of Root Cause #9	Is occurring because of Root Cause #9	Is occurring because of Root Cause #9	Is occurring because of Root Cause #9	Is occurring because of Root Cause #9	Is occurring because of Root Cause #9	Is occurring because of Root Cause #9	Is occurring because of Root Cause #9		
Is occurring because of Root Cause #10	Is occurring because of Root Cause #10	Is occurring because of Root Cause #10	Is occurring because of Root Cause #10	Is occurring because of Root Cause #10	Is occurring because of Root Cause #10	Is occurring because of Root Cause #10	Is occurring because of Root Cause #10	Is occurring because of Root Cause #10	Is occurring because of Root Cause #10		

... Important! Medical Improvement Required (MIR) 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 are available upon request.

Needs Assessment Summary and Improvement Plan

Subject areas in Index 1 with the largest discrepancies between state and local performance were Math 76% / 61%, Writing 72% / 65%, and Social Studies 76% / 47%.

Root Cause 1:		Annual Goal:		Interventions by Quarter			
Index Number: <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		WOSA will meet or exceed state average in Index 1.		Use Edupoints data tool, reorganizing, differentiated instruction, scaffolding/grading, accelerate 8th grade students, Writing Academy, daily oral language, wild writing Wednesday, graphic organizers, Curriculum alignment and revision process based on data from STAAR test, journal clubs, short quizzes to assess student mastery, spelling vocabulary.			
Critical Success Factors (CSF's) ESEA Turnaround Principles (TP's) Maker Systems		<input checked="" type="checkbox"/> CSF 1 Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2 Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3 Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4 Increased Learning Time/ESEA TP: Redesign School Calendar <input type="checkbox"/> CSF 5 Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6 School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7 Teacher Quality/ESEA TP: Ensure Effective Teachers		How will addressing this Root Cause impact the reevaluation/CSF? Higher student achievement in Math, Social Studies, and Writing will lead to meeting and/or exceeding the reevaluation/CSF.			
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Interventions:	1) Curriculum Revision 2) Success Maker Classes 3) Journaling 4) Student Stampede	1) Improve overall scores in Math 6%, Writing 3%, and Social Studies 10%. 2) Small Group instruction for targeted 8th grade students 3) STAAR diagnostic assessments 4) STAAR results	1) Alter school lessons 2) STAAR diagnostic assessments 3) STAAR results	1) Formal and informal assessments 2) Tutorials 3) Small group instruction 4) STAAR results			
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
1) Edupoints data 2) Cycle assessments 3) Class grades 4)		1) Edupoints data 2) Cycle assessments 3) Class grades 4)		1) Edupoints data 2) Cycle assessments 3) Class grades 4)		1) Edupoints data 2) Cycle assessments 3) Class grades 4)	

If this is your first submission (October 31st) of the 2014, 2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.

Needs Assessment Summary and Improvement Plan

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
<p>Is this is your first submission (October 2014) of the 2014-2015 approved improvement plan, the quarter 1 (Q1) report section is not required to be completed.</p>							
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
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.		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?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

End of Year Reporting

Did you meet your annual goal?	Select	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Specific Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	- If there is other factors or additional explanation r
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Needs Assessment Summary and Improvement Plan

Student groups with the largest gap between state and local performance in Index 2 were: Wilson Learning 80/69, Wilson Math 83/69, Special Ed Reading 74/56, and Special Ed Math 80/53.

Index Number:	Index Description:	Annual Goal:	Interventions by Quarter:
Index 2:	<p>Student groups with the largest gap between state and local performance in Index 2 were: Wilson Learning 80/69, Wilson Math 83/69, Special Ed Reading 74/56, and Special Ed Math 80/53.</p>	<p>WCSM will meet or exceed state average in Index 2.</p>	<p>Interventions by Quarter:</p>
Index 1:	<p>CSF 1: Student Achievement</p> <p>CSF 2: Student Progress</p> <p>CSF 3: Closing Achievement Gaps</p> <p>CSF 4: Postsecondary Readiness</p> <p>CSF 5: Improve Academic Performance/ESEA TP- Strengthen the School's Instruction</p> <p>CSF 6: Quality Data to Drive Instruction/ESEA TP- Use of Data to Inform Instruction</p> <p>CSF 7: Leadership Effectiveness/ESEA TP- Provide Strong Leadership</p> <p>CSF 8: Increased Learning Time/ESEA TP- Redesign School Calendar</p> <p>CSF 9: Family/Community Engagement/ESEA TP- Engage Family and Community</p> <p>CSF 10: School Climate/ESEA TP- Improve School Environment</p> <p>CSF 11: Teacher Quality/ESEA TP- Engage and Empower Teachers</p>	<p>WCSM will meet or exceed state average in Index 2.</p> <p>Student Journal, oral paired and choral reading, reader's theater, literature circles, novel study, mapping, questioning techniques. Use Eduphoria data tool, relearning, differentiated co-teaching strategies, accelerated instruction for targeted 8th grade students.</p>	<p>Q1 (Aug, Sept, Oct)</p> <p>Q2 (Nov, Dec, Jan)</p> <p>Q3 (Feb, Mar, Apr)</p> <p>Q4 (May, June, July)</p>
Index 3:	<p>CSF 1: Student Achievement</p> <p>CSF 2: Student Progress</p> <p>CSF 3: Closing Achievement Gaps</p> <p>CSF 4: Postsecondary Readiness</p> <p>CSF 5: Improve Academic Performance/ESEA TP- Strengthen the School's Instruction</p> <p>CSF 6: Quality Data to Drive Instruction/ESEA TP- Use of Data to Inform Instruction</p> <p>CSF 7: Leadership Effectiveness/ESEA TP- Provide Strong Leadership</p> <p>CSF 8: Increased Learning Time/ESEA TP- Redesign School Calendar</p> <p>CSF 9: Family/Community Engagement/ESEA TP- Engage Family and Community</p> <p>CSF 10: School Climate/ESEA TP- Improve School Environment</p> <p>CSF 11: Teacher Quality/ESEA TP- Engage and Empower Teachers</p>	<p>WCSM will meet or exceed state average in Index 2.</p> <p>Student Journal, oral paired and choral reading, reader's theater, literature circles, novel study, mapping, questioning techniques. Use Eduphoria data tool, relearning, differentiated co-teaching strategies, accelerated instruction for targeted 8th grade students.</p>	<p>Q1 (Aug, Sept, Oct)</p> <p>Q2 (Nov, Dec, Jan)</p> <p>Q3 (Feb, Mar, Apr)</p> <p>Q4 (May, June, July)</p>
Index 4:	<p>CSF 1: Student Achievement</p> <p>CSF 2: Student Progress</p> <p>CSF 3: Closing Achievement Gaps</p> <p>CSF 4: Postsecondary Readiness</p> <p>CSF 5: Improve Academic Performance/ESEA TP- Strengthen the School's Instruction</p> <p>CSF 6: Quality Data to Drive Instruction/ESEA TP- Use of Data to Inform Instruction</p> <p>CSF 7: Leadership Effectiveness/ESEA TP- Provide Strong Leadership</p> <p>CSF 8: Increased Learning Time/ESEA TP- Redesign School Calendar</p> <p>CSF 9: Family/Community Engagement/ESEA TP- Engage Family and Community</p> <p>CSF 10: School Climate/ESEA TP- Improve School Environment</p> <p>CSF 11: Teacher Quality/ESEA TP- Engage and Empower Teachers</p>	<p>WCSM will meet or exceed state average in Index 2.</p> <p>Student Journal, oral paired and choral reading, reader's theater, literature circles, novel study, mapping, questioning techniques. Use Eduphoria data tool, relearning, differentiated co-teaching strategies, accelerated instruction for targeted 8th grade students.</p>	<p>Q1 (Aug, Sept, Oct)</p> <p>Q2 (Nov, Dec, Jan)</p> <p>Q3 (Feb, Mar, Apr)</p> <p>Q4 (May, June, July)</p>

If this is your first submission (October 31st) of the 2014-2015 targeted Improvement Plan, the quarter 1 (Q1) goal section is not required to be completed.

What data will be collected to monitor interventions?

Formal and Informal assessments

Formal and Informal assessments

Formal and Informal assessments

Formal and Informal assessments

1) _____

2) Department Created action plan that addresses student needs

2) Eduphoria

2) STAAR diagnostic assessment

2) Eduphoria

3) _____

3) _____

3) _____

3) _____

3) _____

4) _____

4) _____

4) _____

4) _____

4) _____

Needs Assessment Summary and Improvement Plan

End of Quarter Reporting

		Q1 Report		Q2 Report		Q3 Report		Q4 Report		
<p>If this is your first submission (October 21st) or the 2014-2015 Improved Improvement plan, the quarter 1 (Q1) report section is not required to be completed</p>										
Are you on track to meet the annual goal?	Select	Describe the data or evidence used to determine if the goal will or won't be met.	Are you on track to meet the annual goal?	Select	Describe the data or evidence used to determine if the goal will or won't be met.	Are you on track to meet the annual goal?	Select	Describe the data or evidence used to determine if the goal will or won't be met.	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?	

End of Year Reporting

Did you meet your annual goal?	Select	<p>If YES, to what do you attribute your success?</p> <p>If NO, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	<p>If there are other factors or additional explanations...</p>
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<p>Root Cause 2:</p> <p>Index Number:</p> <p>Critical Success Factors (CSF's) ESEA Turnaround Principles (TP's) Major Systems</p>	<p><input type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Index 1: Student Achievement</p> <p><input type="checkbox"/> Index 2: Student Progress</p> <p><input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps</p> <p><input type="checkbox"/> Index 4: Postsecondary Readiness</p> <p><input checked="" type="checkbox"/> CSF 1: Improve Academic Performance/ESEA TP: Strengthen the School's Instruction</p> <p><input checked="" type="checkbox"/> CSF 2: Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction</p> <p><input checked="" type="checkbox"/> CSF 3: Leadership Effectiveness/ESEA TP: Provide Strong Leadership</p> <p><input checked="" type="checkbox"/> CSF 4: Increased Learning Time/ESEA TP: Redesign School Calendar</p> <p><input type="checkbox"/> CSF 5: Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement</p> <p><input checked="" type="checkbox"/> CSF 6: School Climate/ESEA TP: Improve School Environment</p> <p><input checked="" type="checkbox"/> CSF 7: Teacher Quality/ESEA TP: Ensure Effective Teachers</p>	<p>Annual Goal:</p> <p>Strategy:</p> <p>How will addressing this Root Cause impact the Instruction/CSF?</p>	<p>WOSM will meet or exceed state average in Index 3.</p> <p>Curriculum alignment and revision process based on data from STAAR test, journaling, exit tickets to assess student mastery, spacing vocabulary Use Edupockets data tool, reactivity, scanning/spelling, accelerated instruction for targeted low grade students.</p> <p>Using the data to drive instruction will improve the academic performance of students in need</p>
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Needs Assessment Summary and Improvement Plan

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
<p>Q1 Goal:</p> <p>Interventions:</p>	<p>Q2 Goal:</p> <p>Interventions:</p>	<p>Q3 Goal:</p> <p>Interventions:</p>	<p>Q4 Goal:</p> <p>Interventions:</p>
<p><i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.</i></p>	<p>1) Improve 7% in Math and 9% in Social Studies in targeted groups.</p> <p>Formal and Informal assessment data</p> <p>Curriculum Revision</p> <p>Administrative walk-throughs</p>	<p>1) Improve 7% in Math and 9% in Social Studies in targeted groups.</p> <p>Accelerated instruction for targeted students</p> <p>STAAR diagnostic assessment</p> <p>Eduphoria</p>	<p>1) Improve 7% in Math and 9% in targeted groups.</p> <p>Accelerated instruction for</p> <p>Formal and Informal asses</p> <p>STAAR results</p>
<p>What data will be collected to monitor interventions?</p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p> <p>4) _____</p>	<p>What data will be collected to monitor interventions?</p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p> <p>4) _____</p>	<p>What data will be collected to monitor interventions?</p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p> <p>4) _____</p>	<p>What data will be collected to monitor interventions?</p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p> <p>4) _____</p>

End of Quarter Reporting

Q1 Report	Q2 Report	Q3 Report	Q4 Report
<p>Are you on track to meet the annual goal?</p> <p>Select</p>	<p>Are you on track to meet the annual goal?</p> <p>Select</p>	<p>Are you on track to meet the annual goal?</p> <p>Select</p>	<p>Are you on track to meet the annual goal?</p> <p>Select</p>
<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>
<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>

End of Year Reporting

Did you meet your annual goal?

Select

If YES, to what do you attribute your success?

If NO, to what do you attribute your lack of success?

Data Analysis Process
 Data Quality
 Appropriate Strategy
 Identification of Need/Root Cause Chosen
 Annual Goals
 Quarterly Planning Process
 (Specific) Interventions
 Ongoing Monitoring of Interventions
 CSFs and/or ESEA Title/Targeted Principles Planning
 Training

Are there any other factors or additional explanation?

Needs Assessment Summary and Improvement Plan

When looking at the four WIOCA student groups that were measured in Index 4 (all students, AA, Hispanic, White), their combined performance were approximately 15 points below state.

Root Cause 4: Index Number: Critical Success Factors (CSFs): ESEA Turnaround Principles (TPs): Major Systems	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Annual Goal: Summary:	How will addressing this Root Cause impact the Index 4 students/CSF? Addressing needs identified in Index 4 will provide progress toward meeting student post
	<input type="checkbox"/> CSF 1: Improve Academic Performance/ESEA TP- Strongman the School's Instruction <input checked="" type="checkbox"/> CSF 2: Quality Data to Drive Instruction/ESEA TP- Use of Data to Inform Instruction <input type="checkbox"/> CSF 3: Leadership Effectiveness/ESEA TP- Provide Strong Leadership <input type="checkbox"/> CSF 4: Increased Learning Time/ESEA TP- Redesign School Calendar <input type="checkbox"/> CSF 5: Family/Community Engagement/ESEA TP- Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6: School Climate/ESEA TP- Improve School Environment <input type="checkbox"/> CSF 7: Teacher Practice/ESEA TP- Promote Teacher Practice	WIOCA will meet or exceed state average in Index 4. Writing Academy, daily oral language, wild writing Wednesday, graphic organizers, word wall alignment and revision process based on data from STAAR test. Journaling, notes and map assess student mastery, spiraling vocabulary, greater use of technology in the classroom, deliver by subject.	

Interventions by Quarter

Q1 (Aug, Sep, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: Intervention: If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.	Q2 Goal: Intervention: Fresh Eye Walks Fresh Eye Walks Technology Integration in classrooms	Q3 Goal: Intervention: Fresh Eye Walks STAAR diagnostic testing Technology Integration in classrooms	Q4 Goal: Intervention: STAAR results Technology Integration in c
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
1) _____ 2) _____ 3) _____ 4) _____	1) _____ 2) _____ 3) _____ 4) _____	1) _____ 2) _____ 3) _____ 4) _____	1) _____ 2) _____ 3) _____ 4) _____

End of Quarter Reporting

Q1 Report	Q2 Report	Q3 Report	Q4 Report
Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select

If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.