		Req	uired Inf	formation	
LEA Name:	Waskom ISD	Campus Name:	Waskom	ESC:	7
CDN:		Campus Number:	102103	Primary PSP:	Rebeka Morgan
Date of Public Hearing:	Oct. 28, 2013	Date of Approval by Board:	Oct. 28, 2013	Date Reconstitution Plan Completed and Approved by the Board:	
	Wade	Youngblood and Andrew Ch	nilcoat	-	
District		Brittney Davis		District Coordinator of School	
Leadership Team:		Margie Bell		Improvement:	
		Jimmy Cox			
	R	achel Hawkins and Bonita Cher	ry		Margie Bell

	Improvement	t Plan Tips
Feature	Explanation	Screenshot
Dropdown menu selection	Certain questions in this document will require you to choose a response from a dropdown menu of choices. To select one of the options, simply click on the cell with the dropdown menu. Then choose the appropriate option from the list of possible responses.	A B C 1 1 2 3 3 - 4 4 5 6 6 6 7 1 8 8 9 9 10 10
Choosing multiple dropdown options	When selecting options from a dropdown menu, it is possible that more than one option may apply. If this is the case, simply click on any and all options that you would like to record. All options that were chosen will display in the cell, separated by commas.	B C One One, Two, Folr
Deleting an option once it is chosen from a dropdown	There are three ways to delete an option once it is chosen: 1) delete all contents of the cell by pushing the "Delete" button on your keyboard. This will erase all options that were chosen. 2. Click on the blank option from the dropdown menu. This will erase all options that were chosen. 3) Click on the option from the dropdown menu that you would like to erase. This action will erase only the option that is re-selected.	Celere
Viewing comments	Throughout this document there are various cells containing comment boxes with further information and guidance. These cells marked with a small red icon in the corner of the cell. In order to view the comments in these cells, hover your mouse over the cell and the text box will appear.	dsgsdg USER: test comment
Smart Form	As you fill out this document, the information that you provide will be used to customize the document. As such, the document will only display the questions that apply to you (as a campus or district).	N/A

LEA Name:

Campus Name:

Waskom ISD Waskom Elementary

Data Analysis Summary

Is this a district submission or	
campus submission?	Campus
Is your district staged in PBM?	Yes
Definition/Purpose:	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.
	A data summary captures patterns and trends in the data. A summary of
Summary of findings	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	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 1 data over time?	A review of all subjects tested indicate math as the lowest achievement area. Of the 51(All) students who met Level II standard, 27 were EconDis. In math and writing, students numbers in advanced level were in the low single digits.
What impact do the trends have on Index 1?	Student performance in math was low. The campus did not receive additional points for advanced level due to low number of students meeting the standard.
What other insights do the data reveal that impact student success?	The campus needs to focus on improving math instruction and improve student understanding of math concepts, including academic vocabulary for math. The campus needs to increase the number of students in Level III advanced.
Section 2: Student Progress	
Index met?	No
What are the trends in the index 2 data over time?	Below 50% of students met progress required in reading and math. Only 5 students in both reading and math reached exceeded progress.
What impact do the trends have on Index 2?	Because the percentage of students making required progess was below 50%, the campus failed to meet Index 2.
What other insights do the data reveal that impact student success?	The campus needs to focus on helping students achieve progress, specifically into Level III advanced.
Section 3: Closing Performance Gaps	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 3 data over time?	Due to low numbers of students in other groups, only EcoDis was identified. Approximately one half of EcoDis students did not meet math standards.
What impact do the trends have on Index 3?	EcoDis students met standard in the >80% range in reading and writing.
What other insights do the data reveal that impact student success?	The campus needs to focus on improving student achievement in math.

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Data Analysis Summary

Section 4: Postsecondary Readiness	
Index met?	
What are the trends in the index 4 data over time?	
What impact do the trends have on Index 4?	
What other insights do the data reveal that impact student success?	
Section 5: System Safeguards	
Were system safeguards missed for Performance?	Yes
Were system safeguards missed for Participation?	No
Were system safeguards missed for Graduation?	
What are the trends in the System Safeguard data over time?	The student performance in math has declined over the last three years.
What other insights do the data reveal that impact student success?	Math continues to be the area needing the most attention/focus on the campus.
Section 6: PBM	
In what program areas is the district staged?	
If the campus is contributing to the district's PBM staging please explain. Enter your answer in the cell to the right.	

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Data Analysis Summary

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Definition	n/Purpose:	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 assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.
this improveme	ent plan is intended	: 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, to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what st impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.
	Total math alignment, horizontal and vertical, to match new math TEKS in grades K-4.	
	To effectively accelerate reading performance by providing targeted intervention through a consistent literacy	
	program implemented in grades K through 4	
Need 3:	Braaco it till oagin 1	
Need 4:		
Need 5:		

Important Notice! Upon completion of the Improvement Plan, please complete Attestation Statement at the bottom of this tab!

Need:	Total math alignment, horizontal and vertical, to match new math TEKS in grades K-4.
Index:	2
Critical Success Factor:	Improve Academic Performance
Annual Goal:	Maintain and increase performance of advanced level students to 15% of total students tested in math on 2014 STAAR test.

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	Implement an effective
	math curriculum alignment
	that correlates with the
	depth and complexity of
	the TEKS assessed with
Strategy:	STAAR.
How will addressing	
this need impact the	
index/CSF or major	
system identified?	
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	-			Interv	ventions	by Quarter		
	Q1 (July, Au	ug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)
	ci t te	a curriculum/instruction oach has been hired by the district to assist all eachers with curriculum alignment and effective instruction. Staff						
Need 1	alig 8 cr To date, what actions	development in July to gn math TEKS in grades K 3. Master schedule was eated to allow common planning time for PLC. Teachers attended staff development directed oward new math TEKS.				Maintain or increase number of students		
	have been taken to Ana address Need 1?	alyzed STAAR data in 3rd	02.0	Maintain or increase number of students	02.0	meeting advanced level by 10% inclusive of	04.0	Maintain or increase number of students meeting advanced
	address Need 1?	& 4th grade team	QZ Goal:	meeting advanced level by 5%. Interventions:	Q3 Goal:	previous 5% in Quarter 2. Interventions:	Q4 Goal:	level by 15% inclusive of previous 10% in Quarter 3. Interventions:
		-		Professional development with PSP,		interventions.		interventions.
			1)	regional staff, and other contracted personnel in using instuctional strategies that focus on higher level thinking.	1)	Identify students by their level of improvement required to meet advanced level on Math 2014 STAAR.	1)	Monitor each identified student's progress toward meeting the improvement required to reach advanced level on Math 2014 STAAR.
			2)	Using the vertical alignment developed with team leaders, teachers meet weekly to develop horizontally aligned instructional strategies in math.	2)	Disaggregate and evaluate data from 1st semester to determine data-driven instruction for identified students.	2)	Disaggregate and evaluate benchmark data from 2nd semester to determine focused data driven instruction for STAAR.
			3) 4)	Implement the use of academic vocabulary/word walls following research based strategies, i.e. Marzano's SIX STEPS STRATEGIES TO ACADEMIC VOCABULARY.		Update Curriculum Instruction Assessment (CIA) notebook to determine progress toward student performance goals. Data dig during PLC to determine student		Update CIA notebook to determine progress toward student performance goals. In house professional development to evaluate effective
			,		,	intervention.	,	vertical/horizontal alignment
				I be collected to monitor interventions? Walkthrough documentation by	What data wi	Il be collected to monitor interventions?	What c	data will be collected to monitor interventions?
				administrators observing the use of instructional strategies focusing on higher level thinking, academic vocabulary, and word walls.	1)	CIA notebooks on a 6-weeks basis.	1)	Use DMAC quintile report to monitor each student's improvement required.
			2)	Agendas/notes from team meetings referencing vertical and horizontal alignment. Review lesson plans to monitor use of	2)	Classroom observations and walkthroughs to document differentiation based on individual student data.	2)	Results from Math STAAR 2014
			3)	questioning strategies and formative assessment.	3)	Agendas and minutes from RTI committee meeting to identify tier levels of students. Attend PLC mtgs to monitor data in CIA	3)	Evaluate PLC logs and effectiveness of CIA notebooks
			4)		4)	notebooks to monitor results of the actions planned on the Student Data Tracking Sheets every 3 weeks.	4)	Sign-in form for professional development for vertical/horizontal alignment
				End o	f Quarte	r Reporting		

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

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	To effectively accelerate						
	reading performance by						
	providing targeted						
	intervention through a						
	consistent literacy program						
	implemented in grades K						
Need:	through 4						
Index:	2						
Critical Success	Improve Academic						
	Performance						
	At least 80% of the						
	students in grades K-4 will						
	be reading on grade level						
	by May, 2014.						
	Implement with 100%						
	fidelity the Leveled Literacy						
	Intervention in grades K-4.						
How will addressing	<u> </u>						
	Students will be able to						
	read and comprehend the						
	information required to						
	complete all subject area						
Cell appli	complete all subject area tests successfully.						
Cell appli district su	complete all subject area tests successfully. ies only to ibmissions istrict submissions						
Cell appli district su	complete all subject area tests successfully. ies only to ibmissions istrict submissions		Inter	ventions	by Quarter		
Cell appli district su Cell applies only to di Cell applies only to di	complete all subject area tests successfully. ies only to ibmissions istrict submissions istrict submissions	03/0+1		ventions	by Quarter		Of (Apr. May June)
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July,	complete all subject area tests successfully. ies only to Ibmissions istrict submissions istrict submissions	Q2 (Oct, N		ventions	by Quarter Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July,	complete all subject area tests successfully. ies only to Ibmissions istrict submissions istrict submissions Aug, Sept) Staff development in July	Q2 (Oct, N		ventions	•		Q4 (Apr, May, June)
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July,	complete all subject area tests successfully. ies only to ibmissions istrict submissions istrict submissions Aug, Sept) Staff development in July to align math TEKS in	Q2 (Oct, N		ventions	•		Q4 (Apr, May, June)
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July,	complete all subject area tests successfully. ies only to ubmissions istrict submissions istrict submissions Staff development in July to align math TEKS in grades K-8. Staff	Q2 (Oct, N		ventions	•		Q4 (Apr, May, June)
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July,	complete all subject area tests successfully. ies only to ibmissions istrict submissions istrict submissions Aug, Sept) Staff development in July to align math TEKS in grades K-8. Staff development for teachers	Q2 (Oct, N		ventions	•		Q4 (Apr, May, June)
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July,	complete all subject area tests successfully. ies only to abmissions istrict submissions istrict submissions Aug, Sept) Staff development in July to align math TEKS in grades K-8. Staff development for teachers involved in literacy	Q2 (Oct, N		ventions	•		Q4 (Apr, May, June)
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July,	complete all subject area tests successfully. ies only to ubmissions istrict submissions istrict submissions Aug, Sept) Staff development in July to align math TEKS in grades K-8. Staff development for teachers involved in literacy program change.	Q2 (Oct, N		ventions	•		Q4 (Apr, May, June)
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July,	complete all subject area tests successfully. ies only to Ibmissions istrict submissions istrict submissions Aug, Sept) Staff development in July to align math TEKS in grades K-8. Staff development for teachers involved in literacy program change. Implementing Leveled	Q2 (Oct, N		ventions	•		Q4 (Apr, May, June)
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July,	complete all subject area tests successfully. ies only to abmissions istrict submissions istrict submissions Staff development in July to align math TEKS in grades K-8. Staff development for teachers involved in literacy program change. Implementing Leveled Literacy Intervention (LLI)	Q2 (Oct, N		ventions	•		Q4 (Apr, May, June)
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July,	complete all subject area tests successfully. ies only to Ibmissions istrict submissions istrict submissions Aug, Sept) Staff development in July to align math TEKS in grades K-8. Staff development for teachers involved in literacy program change. Implementing Leveled	Q2 (Oct, N		ventions	•		Q4 (Apr, May, June)
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July,	complete all subject area tests successfully. ies only to Ibmissions istrict submissions istrict submissions Aug, Sept) Staff development in July to align math TEKS in grades K-8. Staff development for teachers involved in literacy program change. Implementing Leveled Literacy Intervention (LLI) in grades K-4. District	Q2 (Oct, N		ventions	•		Q4 (Apr, May, June)
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July,	complete all subject area tests successfully. ies only to ibmissions istrict submissions istrict submissions Aug, Sept) Staff development in July to align math TEKS in grades K-8. Staff development for teachers involved in literacy program change. Implementing Leveled Literacy Intervention (LLI) in grades K-4. District purchased iStation for grades PK - 2 to enhance RTI in elementary. Grades	Q2 (Oct, N		ventions	•		Q4 (Apr, May, June)
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July,	complete all subject area tests successfully. ies only to ibmissions istrict submissions istrict submissions Aug, Sept) Staff development in July to align math TEKS in grades K-8. Staff development for teachers involved in literacy program change. Implementing Leveled Literacy Intervention (LLI) in grades K-4. District purchased iStation for grades PK - 2 to enhance RTI in elementary. Grades	Q2 (Oct, N		ventions	•		Q4 (Apr, May, June)
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July, Q1 (July,	complete all subject area tests successfully. ies only to Ibmissions istrict submissions istrict submissions Aug, Sept) Staff development in July to align math TEKS in grades K-8. Staff development for teachers involved in literacy program change. Implementing Leveled Literacy Intervention (LLI) in grades K-4. District purchased IStation for grades PK - 2 to enhance		iov, Dec)		Q3 (Jan, Feb, Mar)		
Cell appli district su Cell applies only to di Cell applies only to di Q1 (July,	complete all subject area tests successfully. ies only to Jbmissions istrict submissions istrict submissions Staff development in July to align math TEKS in grades K-8. Staff development for teachers involved in literacy program change. Implementing Leveled Literacy Intervention (LLI) in grades K-4. District purchased IStation for grades PK - 2 to enhance RTI in elementary. Grades 3 - 8 received IStation from the state student success		lov, Dec) ill implement with 100%		•	Q4 Goal:	Q4 (Apr, May, June) By May, 2014, 80% of students, inclusive of Quarter 3 grades K-4 will be reading on or above grade level.

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-1	Professional Development to ensure proper 1) implementation of LLI program.	1)	Continue Guided reading instruction.	1)	Intensive STAAR directed instructional focus
		_,	Pull-out for LLI, ESL, and iStation to increase	_,	
			time on focused, targeted instruction for		
	Pull-out for Tier II and Tier III students in LLI,		students who have not attained the		
	2) ESL, and iStation	2)	appropriate reading level.	2)	Pull-out for LLI, ESL, and iStation
	Daily Five (words, writing, listening,				
	reading) for all students in K-4	3)	Daily Five (words, writing, listening, reading)	3)	Daily Five (words, writing, listening, reading)
			Data dig during early release waiver day to		
	Assess all students using DRA and ISIP	4)	identify progress with PSP facilitator.	4)	
	What data will be collected to monitor interventions?	What data wi	Il be collected to monitor interventions?	What o	lata will be collected to monitor interventions?
	Running records data/forms for guided				
	1) reading	1)	Running records data/forms	1)	STAAR results in reading, writing, and math
					ISIP reports, DRA EOY reports, Rosetta Stone reports to
	ISIP reports of overall reading to identify				evaluate effectiveness of programs as compared to student
	2) Tier levels		ISIP and Rosetta Stone reports	2)	progress.
	DRA reports for identifying all students		effectiveness of Daily Five, Guided Reading,		
	3) reading levels	3)	and pull-outs	3)	Summary of data walkthroughs and classroom observations
			Sign-in forms for professional development		
	Rosetta Stone reports to determine English		data dig and lesson plans to verify data		
	acquisition proficiency	4)	driven instruction	4)	

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	End of Quarter Reporting			
Q1 Report	Q2 Report	Q3 Report	Q4 Report	
	Are you on track to meet	Are you on track to meet	Are you on track to meet	
	the annual	the annual	the annual	
	goal?	goal?	goal?	
	Describe the data or evidence used	Describe the data or evidence used to	Describe the data or	
	to determine if the goal will or won't be met.	determine if the goal will or won't be met.	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?	

Need:	
Index:	
Critical Success	
Factor:	
Annual Goal:	
Strategy:	
How will addressing this need impact the index and CSF identified?	

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	Interventions by Quarter							
	Q1 (July, Aug, Sept) Q2 (Oct, Nov, Dec)			Q3 (Jan, Feb, Mar)			Q4 (Apr, May, June)	
Ч З	To date, what actions have been taken to address Need 3?	Q2 Goal:		Q3 Goal:		Q4 Goal:		
Need			Interventions:	Q3 (10a).	Interventions:	Q4 00al.	Interventions:	
ž		1)		1)		1)		
		2)		2)		2)		
		3)		3)		3)		
		4)		4)		4)		
		What data will be o	collected to monitor interventions?	What data wil	I be collected to monitor interventions?	What d	lata will be collected to monitor interventions?	
		1)		1)		1)		
		2)		2)		2)		
		3)		3)		3)		
		4)		4)		4)		
	End of Quarter Reporting							
	Q1 Report		Q2 Report		Q3 Report		Q4 Report	
		Are you on		Are you on				
		track to meet		track to meet		Are you on track		
		the annual goal?		the annual goal?		to meet the annual goal?		
		Describe the		Describe the		Describe the		
		data or		data or		data or evidence		
		evidence used		evidence used		used to		
		to determine if		to determine if		determine if the		
		the goal will or won't be met.		the goal will or won't be met.		goal will or won't be met.		
		What, if any,		What, if any,		won't be met.		
		adjustments		adjustments		What, if any,		
		must be made		must be made		adjustments		
		in order to		in order to		must be made in		
		meet the annual goal?		meet the annual goal?		order to meet the annual goal?		
		alliuai godi!		annuai guar:		the annual goal?		

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	Need:	0						
	Index:							
	Critical Success							
	Factor:							
	Annual Goal:							
	Strategy:							
	How will addressing this need impact the index and CSF identified? Cell applies only to district submissions							
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l	Cell applies only to d	istrict submissions				_		
				Interv	ventions	by Quarter		
	Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec) Q3 (Jan, Feb, Mar)				Q4 (Apr, May, June)	
	To date, what actions							
4	have been taken to							
-	address Need 4?		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Need				Interventions:		Interventions:		Interventions:
Ne N			1)		1)		1)	
			2)		2)		2)	
			3)		3)		3)	
			4)		4)		4)	late will be called a manifestication of
			1)	I be collected to monitor interventions?	1)	i be collected to monitor interventions?	1)	ata will be collected to monitor interventions?
			2)		1)		2)	
			3)		3)		3)	
			4)		4)		4)	
			-1/				וד	

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

Critical Success		
Factor:		
Annual Goal:		
Strategy:		
How will addressing this need impact the index and CSF identified?		
Cell appl	ies only to	
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	Interventions by Quarter							
	Q1 (July, Aug, Sept) Q2 (Oct, No			Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)			Q4 (Apr, May, June)
	To date, what actions							
ы	have been taken to							
	address Need 5?		Q2 Goal:		Q3 Goal:		Q4 Goal:	
p				Interventions:		Interventions:		Interventions:
Need			1)		1)		1)	
Z			2)		2)		2)	
			3)		3)		3)	
			4)		4)		4)	
			What data will	be collected to monitor interventions?	, What data wi	I be collected to monitor interventions?	, What c	lata will be collected to monitor interventions?
			1)		1)		1)	
			2)		2)		2)	
			3)		3)		3)	
			4)		4)		4)	
					d of Quarter Reporting			
	Q1 Report Q2 Report						O4 Percent	
	-		-		-	Q3 керогт		Q4 Report
			Are you on track to meet		Are you on track to meet		Are you on track	
			the annual		the annual		Are you on track to meet the	
			goal?		goal?		annual goal?	
			Describe the		Describe the		Describe the	
			data or		data or		data or evidence	
			evidence used		evidence used		used to	
			to determine if		to determine if		determine if the	
			the goal will or		the goal will or		goal will or	
			won't be met.		won't be met. What, if any,		won't be met.	
			What, if any, adjustments		adjustments		What, if any,	
			must be made		must be made		adjustments	
			in order to		in order to		must be made in	
			meet the		meet the		order to meet	
			annual goal?		annual goal?		the annual goal?	

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Campus Name:	Waskom Elementary





Attestation	By checking the box, I attest that an on-site needs assessment has been conducted 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 re	
Statement:	By crecking the box, 1 attest that an on-site needs assessment has been conducted 1EC \$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 re	uest.

LEA Name:	Waskom ISD
Campus Name:	askom Elementary

Corrective Action Plan

Instructions

The LEA must include **new (LEA has not yet received Agency notification), current (within one year of Agency notification), and/or continuing noncompliance (noncompliance has exceeded one year) in this CAP.** The LEA must conduct monitoring to determine the progress of implementation of the CAP, provide updates to the TEA regarding CAP implementation, and submit documents verifying implementation of corrective actions upon request.

The LEA is required to correct any noncompliance items as soon as possible, but in no case may the correction take longer than one calendar year from the date of identification of noncompliance. Failure to correct noncompliance within required timelines will result in elevated interventions or sanctions as referenced in 19 Texas Administrative Code (TAC) §89.1076, Interventions and Sanctions, and §97.1071, Special Program Performance; Intervention Stages. Continuing noncompliance for special education will impact a district's special education determination status as issued by the Texas Education Agency (TEA) under 34 Code of Federal Regulations (CFR) §300.608(a).

Sources of Noncompliance

1. Sustained complaint allegations

2. Adverse Due Process Hearing decisions

3. Current Focused Data Analysis, Program Effectiveness Review, LEA Public Meeting, and/or Compliance Review

4. Noncompliance identified as a result of On-Site visit

- Continuing noncompliance issue
 Noncompliance identified as result of review of documentation by TEA
- Noncompliance identified as a result of Nonpublic Review
- 8. State Performance Plan (SPP) reporting of data (identify SPP indicator)

Source of Noncompliance (# of source listed above)	Status of Noncompliance	Original Date of Agency Notification (Noncompliance must be corrected within one year)	Areas of Noncompliance Enter the topic and specific legal reference from the CFR, TEC, or TAC.	Corrective Actions (CAs)	Personnel Responsible	Timeline for Implementation
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LEA Name:	Waskom ISD				
Campus Name: Waskom Elementary					
Accountability Monitoring					
State Terrated Decensity tion Dian					

State Targeted Reconstitution Plan (Supplement to the Improvement Plan)

(Supprement to the improvement ran)							
Initial Determinations:		Staffing Decisions:		Final Reconstitution Plan:			
Staffing Decisions:		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		
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