

LEA Name:	San Felipe Del Rio Consolidated Independent School District
Campus Name:	

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 intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

Problem Statements (PS): <i>Problem statements are carried over from Section V of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	There are not enough male students in non-traditional CTE courses.	is occurring because of Root Cause #1	Root Cause 1:	Prior to declaring their endorsement in 9th grade, students have a lack of awareness and stereotypical ideas about what the non-traditional male and female programs offer.
	PS 2:	8th Grade students did poorly on the STAAR Social Studies assessment.	is occurring because of Root Cause #2	Root Cause 2:	The depth and rigor of Social Studies Instruction throughout grades K-8 is not being monitored with fidelity.
	PS 3:	At Risk Sub-Populations in 3rd through 7th grade are performing below the state average in STAAR Reading.	is occurring because of Root Cause #3	Root Cause 3:	The reading component in our district lacks the specificity required to identify and meet the needs of our at-risk sub-populations.
	PS 4:	4th and 7th grade students did not improve in Writing compared to the 2012-2013 STAAR assessment.	is occurring because of Root Cause #4	Root Cause 4:	There is a lack of consistency for the district writing initiative/approach and that has hindered students' writing skills.
	PS 5:	5th and 8th grade students did not improve in STAAR Science.	is occurring because of Root Cause #5	Root Cause 5:	Science is often not prioritized and lacks the time equity given to other subjects.
	PS 6:	Middle school students in our district are scoring below the state average on the STAAR Math Assessment.	is occurring because of Root Cause #6	Root Cause 6:	New TEKS are not thoroughly understood by teachers and the non-mastery of skills by students are causing large gaps in student performance.
	PS 7:	The LEP students not served (denials) are not being academically successful from year to year.	is occurring because of Root Cause #7	Root Cause 7:	Our LEP students who have denied the program are not effectively monitored for progress.
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	The TELPAS assessment is not seen with the same importance as the STAAR or EOC Assessments.
	PS 9:	This PS for #8. The cell is locked and would not allow input. The TELPAS composite rating for students in U.S. Multiple Years has not shown improvement.	is occurring because of Root Cause #9	Root Cause 9:	
	PS 10:	0	is occurring because of Root Cause #10	Root Cause 10:	

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 IP/District IP is critical to overall success, the targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard, or PBM indicator and ensure those are your prioritized Root Causes.

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.

LEA Name: <i>San Felipe Del Rio Consolidated Independent School District</i>			
Campus Name:			
Needs Assessment Summary and Improvement Plan			
Root Cause 1:	Prior to declaring their endorsement in 9th grade, students have a lack of awareness and stereotypical ideas about what the non-traditional male and female programs offer.		
Index Number:	<input checked="" 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 type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		
Annual Goal:	Promoting non-traditional programs to increase awareness and improve on-going family and community engagement and to increase the number of male students in non-traditional courses by 11% while maintaining the number of female students in non-traditional courses.		
Strategy:	Promote and educate students, parents and community members about non-traditional CTE programs at Del Rio High School.		
How will addressing this Root Cause impact the index/indicator/CSF?	By addressing this root cause students will be better informed and prepared to enroll in non-traditional courses, therefore, increasing the enrollment and meeting the PBMAS CTE indicator #8.		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
?	?	?	?
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
	Promote non-traditional CTE programs offered at the Del Rio High School.	Promote Non-Traditional programs that target specific age groups through campus visits.	Increase exposure and participation in CTE awareness.
Interventions:	Interventions:	Interventions:	Interventions:
<p style="color: red; font-size: small;">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.</p>	1) Send CTE showcase videos to elementary principals to show during breakfast in the classroom and lunch times. Utilize district media, such as, Channel 39, website, facebook and Youtube to promote the CTE program with videos, brochures and informational items.	1) CTE Night for all 8th and 9th graders and the Community. Pictures will be taken and posted on the website for continued promotion of the program.	1) Offer Non-Traditional Summer Course program for Elementary students ages 8 - 12.
	2) Career presentations at 7th and 8th grade through Career Portals Classes and at 6th grade during writing classes.	2) Hold CTE course fairs that are student led. These will include visits to Del Rio High School and CTE classrooms/labs. Students will complete a course interest survey.	2) Organize an overview committee to review increases to the program as it pertains to non-traditional classes and develop targets that will continue to improve the program equity.
	3) Send out Non-traditional posters to all elementary and middle school campuses to provide information and promote the pathways that are available.	3) Conduct classroom visits between 9th grade BIMM and DRHS Health Science Courses	3)
	4) Counselors will visit with the 9th grade to encourage continued participatio in Principles of Education and Principles of Human Services.	4) 9th grade students will have opportunities to shadow the students in Instructional Practices in Education and Training.	4)
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)	1) Videos, Schedules of dates and times that videos were shares, proof of media information, such as the flyer that was posted, emails, brochures.	1) Pictures, Sign In Sheets, Agenda	1) Sign In Sheets
2)	2) Lesson Plans	2) Sign In Sheets, Course Interest Surveys	2)
3)	3) Campus Visits to verify posters are displayed in high traffic or common school areas.	3) Peer reports as a Class Activity	3)
4)	4) Signatures from Principals verifying counseling visits and meetings.	4) Peer Intervention Student Log and Survey	4)

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Needs Assessment Summary and Improvement Plan							
End of Quarter Reporting							
Q1 Report <i>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.</i>		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
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	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<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 are other factors or additional explanation needed, please explain here>		

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Root Cause 2:	The depth and rigor of Social Studies Instruction throughout grades K-8 is not being monitored with fidelity.		
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major 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: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		
Annual Goal:	By the end of July 2015 the 8th Social Studies STAAR scores will increase to 70% or greater..		
Strategy:	In order to yield 70% passing standard in the 8th grade Social Studies STAAR, administrators will focus their walk-throughs in these classes to ensure the content is being taught in non-tested grade levels and the rigor is developed in 8th grade classrooms.		
How will addressing this Root Cause impact the index/indicator/CSF?	By addressing this root cause the Social Studies curriculum will be monitored with fidelity ensuring all sub-groups are addressed and apprised of immediate interventions, therefore, improving student performance and elevating the index and PBMAS performance in all programs affected.		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
?	?	?	?
	By the end of January 2015 Social Studies summative scores will increase to 60%.	By the end of April 2015, Social Studies scores will increase to 70% on 6-weeks summatives.	Develop strategies and interventions that will continue to improve student success on the Social Studies State Assessment.
Interventions:	Interventions:	Interventions:	Interventions:
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.	1) 100% of Social Studies teachers in non-tested grades will provide Social Studies Instruction a minimum of 3 times per week.	1) Review benchmark data in February for 8th grade Social Studies to identify needs and gaps and develop an intervention plan to address such areas.	1) Form a committee to disaggregate the STAAR Social Studies data and identify needs and gaps in our program, K-8.
	2) Walk throughs during Social Studies instructional time will increase according to predeveloped schedule.	2) 8th grade will hold after school tutorials to target students identified at risk of not meeting the passing standard on the state assessment.	2) Committee will review the DMAC data with regards to Social Studies summatives to identify trends and patterns, and develop strategies to be implemented to close the gaps in K-7.
	3) Planning Protocol meetings and planning will ensure that all instructional strategies are included for all sub-populations and their differentiated learning styles.	3) Walk-throughs during K-8 Social Studies instructional time will continue based on a pre-developed schedule to ensure all class time is being used for instruction and students are engaged.	3) Professional Development opportunities for teachers needing assistance in content, student engagement, lesson planning and understanding the depth and rigor of the content will be offered.
	4) Professional Development will be on going in the areas of student engagement, differentiation and instructional rigor.	4) K- 8 teachers, along with administrators, instructional coaches and other support staff, will continue to develop engaging lesson plans to the depth and rigor required during Planning Protocol.	4) Continue to support 8th grade teachers in their efforts to earn their certification in 8-12 History vs. Generalist 4-8.
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)	1) Walk Through documentation forms to verify instruction.	1) DMAC Data for Benchmarks, Intervention Plan	1) Social Studies Assessment Results
2)	2) Walk Through documentation forms to verify instruction, and predeveloped schedule.	2) List of identified students, Tutorial Schedule	2) Sign In Sheets and Go Sign Me Up Sessions
3)	3) Lesson Plans and Walk-through forms	3) Walk-through forms and feedback	3) DMAC reports for K-7 Social Studies Assessments, and Strategies developed.
4)	4) Sign In Sheets and Go Sign Me Up Courses	4) Lesson Plans	4) Reports from Human Resources identifying teachers and certification.

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End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
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.							
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	If YES , to what do you attribute your success? If NO , to what do you attribute your lack of success?	<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 are other factors or additional explanation needed, please explain here>

Root Cause 3:	The reading component in our district lacks the specificity required to identify and meet the needs of our at-risk sub-populations.			
Index Number:	<input type="checkbox"/> Not Applicable		Annual Goal:	Reading component in our district will be structured and focused to ensure all students are reading at grade level, while developing fluency and vocabulary skills, in all content areas.
	<input checked="" type="checkbox"/> Index 1: Student Achievement		Strategy:	Develop a reading plan for every ELA classroom that is structured into small components to include guided reading for comprehension, vocabulary development and fluency that transitions into all content areas.
	<input checked="" type="checkbox"/> Index 2: Student Progress		How will addressing this Root Cause impact the index/indicator/CSF?	By developing a strategic district-wide reading plan the district will be structured and focused to ensure all students are reading on grade level thus impacting all indexes, indicators and CSFs.
Critical Success Factors (CSFs)	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction			

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Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal:	Q2 Goal: Ensure all that all classroom reading teachers are targeting small groups to provide interventions/acceleration for all students.	Q3 Goal:	Q4 Goal: Promote reading during summer months.
Interventions:	Interventions:	Interventions:	Interventions:
<p style="color: red;">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.</p>	1) Present the Reading Plan and Expectations to all staff.	1) Conduct Walk-throughs during guided reading times to check for program requirements and provide meaningful coaching when needed.	1) Conduct end of the year post-test to determine reading levels.
	2) Review all classroom schedules to ensure Guided Reading Groups are being utilized.	2) Provide targeted assistance to any teacher needing support by having the Instructional Coaches model or provide clarification for instruction.	2) Inform parents of the needs and/or progress that their child has made this year.
	3) Conduct a pre-test to determine reading levels and group students into appropriate groups.	3) Monitor the reading groups to ensure that students are making progress and moving into new groups as the data shows the improvement.	3) Encourage continued reading during the summer months by sharing reading strategies, vocabulary development and online programs with parents that may help in closing reading gaps.
	4) Provide resources needed to target groups and accelerate instruction.	4) Expose students to new vocabulary and provide enrichment activities that continue to promote and improve understanding of new concepts.	4) Hold a Jump Start Reading Camp in the summer and target students who are below grade level in reading. These camps should encourage reading with practice and hands on activities.
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 was collected to monitor interventions?
1)	1) Reading Plan	1) Walk-through feedback, Coaching Schedule	1) Post - test data.
2)	2) Classroom Schedules	2) Coaching schedule, list of teachers needing support - to be provided by campus administrators.	2) Parent conference sign in sheets, or campus letter going out to parents with reading data.
3)	3) Pre-test Results and Reading Group List	3) Reading group lists, data used to move students and check for monitoring.	3) Parent Meeting Agenda that focus on summer reading program opportunities and other educational events.
4)	4) Purchase Orders	4) Campus visit evaluations targeting vocabulary promotion.	4) Jump Start Program: student lists and invitations used. Attendance sheets.
End of Quarter Reporting			
Q1 Report	Q2 Report	Q3 Report	Q4 Report
<p style="color: red;">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.</p>			
Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Are you on track to meet the annual goal?
Select	Select	Select	Select
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 YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?		<If there are other factors or additional explanation needed, please explain here>

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Needs Assessment Summary and Improvement Plan			
Root Cause 4:	There is a lack of consistency for the district writing initiative/approach and that has hindered students' writing skills.		
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major 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 type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		
Annual Goal:	By the end of 2014-2015 school year, scores on STAAR Writing Assessment in 4th and 7th grade will increase to 70% and 65% respectively.		
Strategy:	Monitor the district's writing initiative with fidelity through walk-throughs, verification of writing samples and the assurance that all teachers receive training in scoring (rubris) and Abydos.		
How will addressing this Root Cause impact the index/indicator/CSF?	By monitoring the district-wide writing curriculum with fidelity students will improve and show progress in their writing skills impacting all indexes, indicators and CSFs.		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
?	?	?	?
By the end of January 2015, 4th and 7th grade writing summative scores will increase to 66% and 61% respectively.	By the end of April 2014, 4th and 7th grade writing summatives will increase to 70% (from 62%) and 65% (from 56%) respectively.	Develop strategies and interventions that will continue to improve student writing.	
Interventions:	Interventions:	Interventions:	Interventions:
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.	1) Teachers will attend a training on the scoring process used by the state to ensure knowledge of the writing rubric and requirements.	1) On going review of data during Planning Protocol.	1) Form a overview committee to disaggregate the STAAR Writing data and identify needs and gaps in our writing program.
	2) Teachers will receive training in the process of engaging students in writing and differentiation strategies to ensure all learners are addressed.	2) Random samples of writing will be scored by a committee for verification and comparison.	2) Offer Professional Development opportunities for teachers needing assistance with the scoring rubric, types of writing, or follow up to Abydos.
	3) Administrators will discuss the District Writing Initiative with teachers during Planning Protocol, along with expectations and non-negotiables.	3) Walk-throughs will be conducted during writing class to ensure all students are engaged in writing.	3) Provide a Writing Camp to target students who did not meet standard on their Spring Writing Assessment and/or a particular sub-population identified with needing assistance.
	4) Elementary teachers will continue to receive training on Reading Street and use of resources that go with the new reading program and the writing component.	4) Administrators will continue to provide coaching during walk-throughs to assist and support teachers with effective instructional practices.	4) Include strategies and interventions in the Campus Improvement Plan to ensure that the gaps in writing continue to be addressed and targeted.
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)	1) Sign In Sheets, Go Sign Me Up Sessions	1) DMAC Reports	1) STAAR Writing Results, the Needs and Gaps report that is compiled.
2)	2) Sign In Sheets, Go Sign Me Up Sessions	2) Writing samples from students	2) Sign In Sheets, Go Sign Me Up Sessions
3)	3) Agendas, Writing Initiative Information Shared, Non-Negotiables information	3) Walk-through schedules for documentation	3) List of qualifying students, Invitation and other media used for promotion, Attendance Logs and curriculum to be used.
4)	4) Sign In Sheets, Go Sign Me Up Sessions	4) Walk-through feedback	4) Campus Improvement Plans
End of Quarter Reporting			
Q1 Report <i>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.</i>	Q2 Report	Q3 Report	Q4 Report

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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	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<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 are other factors or additional explanation needed, please explain here>		
Root Cause 5:	Science is often not prioritized and lacks the time equity given to other subjects.						
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness			Annual Goal: ?	Increase Science STAAR Assessments results by 15% in 5th and 8th grades for all sub-populations.		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major 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: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers			Strategy: ?	Campus and district administrative staff will monitor all the interventions identified on the TIP under Problem Statement #5 to ensure attention to Science.		
				How will addressing this Root Cause impact the index/indicator/CSF? ?	By monitoring the interventions as outlined by the committee as listed in the Targeted Improvement Plan the students will be ensured extended time for daily instruction in Science and will ensure strategic focus in the science curriculum, within all grades K-8. This focus will have a positive impact on the indexes, indicators and CSFs.		
Interventions by Quarter							
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal: ?		Q2 Goal: ?	Ensure a strategic focus on our curriculum, lesson plans and time equity for Science.	Q3 Goal: ?	Increase science assessment results by 15% as compared to 2013-2014 as follows: 5th grade: 68 and 8th grade 60	Q4 Goal: ?	Develop strategies and interventions that will continue to improve student achievement in Science.
Interventions:		Interventions:		Interventions:		Interventions:	
		1) Inform and educate teachers on the science expectations and non-negotiables, including lab requirements.		1) Development of effective lesson delivery plans through common planning time to include differentiation strategies and inclusion.		1) Forms an overview committee to disaggregate the STAAR Science data and identify needs and gaps in our Science Curriculum/Program.	
If this is your first submission (October 31st) of the 2014-2015 targeted		2) Evaluate class schedules to verify equitable teaching time and monitor classrooms to ensure science is being taught in accordance with lesson plans.		2) Expose students to vocabulary through a variety of media, such as: vocabulary walls, power point presentation during breakfast in the classroom and lunch, displayed on hallways and common areas.		2) Perform a district audit of all resources available (or needed) at each campus to ensure all teachers have the materials, equipment, and resources needed for an effective and equitable science program.	

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improvement plan, the quarter 1 (Q1) goal section is not required to be completed.		3) Prepare walk-through schedules to ensure that Science classrooms are receiving an adequate number of walk-throughs to check for lesson delivery and differentiated instruction.	3) Campus and district administrators will monitor the Science interventions and strategies identified in the Targeted Improvement Plans for each campus	3) Include proven strategies and interventions in the Campus Improvement Plan to ensure that the gaps in Science continue to be addressed and targeted.
		4) Identify struggling teachers and provide support through modeling or staff development.	4) Provide staff development for differentiated instruction to be used in classrooms and during interventions ensuring a difference between differentiation and accommodations.	4) Continue to support the 8th grade teachers in their efforts to earn their certification in 8-12 Science vs Generalist 4-8.

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) Agenda, Sign in Sheets, Non-Negotiables 2) Classroom Schedules and Lesson Plans 3) Walk-through schedules and walk-through data 4) Walk-through summaries and failure reports/DMAC	1) Lesson Plans 2) Campus visit logs to ensure vocabulary development and promotion, videos or methods used. 3) Targeted Improvement Plan documentation 4) Sign In Sheets, and Go Sign Me Up Sessions	1) STAAR assessment results 2) Audit results by campus 3) Campus Improvement Plans 4) Reports from Human Resources identifying teachers and certification.

End of Quarter Reporting

Q1 Report <i>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.</i>		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
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	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<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 are other factors or additional explanation needed, please explain here>
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Root Cause 6:	New TEKS are not thoroughly understood by teachers and the non-mastery of skills by students are causing large gaps in student performance.				
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ?	Increase 12% in Math state assessment results for 6th, 7th and 8th grade for all sub-populations.	
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar		Strategy: ?	Campus and district administrative staff will monitor all the interventions identified on the TIP and document findings to ensure attention to Math.	
			How will addressing this Root Cause	The teaching staff will have a better grasp of the math content as described in the TEKS in order to be effective in their classrooms. By monitoring the implementation of the interventions in this plan student performance will	

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Major Systems <input checked="" type="checkbox"/> CSF 4-Focused Learning Time/ESEA TP: Redesign School Culture <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 checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	Impact the index/indicator/CSF? Increase and help close the gaps within the sub-populations. Teacher quality will improve and learning time will be maximized once teachers understand the complexity of the TEK and how to teach it effectively.		
Interventions by Quarter			
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:	Interventions:	Interventions:	Interventions:
<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>	1) Inform and educate teachers of math expectations and non-negotiables, including evaluation of class schedules, bell to bell instruction, interventions and remediation practices.	1) Expose students to vocabulary through a variety of media, such as: vocabulary walls, power point presentation during breakfast in the classroom and lunch, displayed on hallways and common areas.	1) Create an oversight committee to review the math state assessment results and identify patterns and trends.
	2) Hold TEKS studies at the campus level to continue to understand the complexity of the standards.	2) Provide staff development in new state curriculum to focus on new changes.	2) Committee will develop a targeted plan to address the needs that were identified during the review.
	3) Weekly walk-throughs will focus on math instructional delivery.	3) Administer benchmark and disaggregate data in early February, identifying students in need of interventions, and ensure those students attend tutorials.	3) Develop benchmarks for math for all non-tested grade levels.
	4) Develop effective lesson plans for all learning styles. Provide teacher support in areas of need as documented on the walk-through feedback.	4) Campus and district administrators will monitor the math interventions and strategies identified in the Targeted Improvement Plans for each campus and share the information with the CIOs during scheduled meetings.	4) Offer staff development for new math TEKS and/or new math teachers.
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 was collected to monitor interventions?
1)	1) Agenda and Sign in sheets, Non-Negotiables	1) Lesson plans and campus walk-throughs to check for vocabulary exposure.	1) Sign in sheets and spreadsheet identifying patterns and trends.
2)	2) Agenda, Sign in Sheets and TEKS study information presented	2) Agenda and Sign-In Sheets.	2) Target Plan
3)	3) Walk-through data and coaching information, DMAC data	3) DMAC data and reports.	3) Completed benchmarks to be used 2015-2016
4)	4) Lesson plans and Walk-Through Information Sheets	4) Targeted Improvement Plan documentation	4) Sign in sheets and Go Sign Me Up Sessions
End of Quarter Reporting			
Q1 Report	Q2 Report	Q3 Report	Q4 Report
<i>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.</i>			
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.	
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			

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Did you meet your annual goal?	<p>Select</p> <p>If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?</p> <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</p> <p><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> <p><If there are other factors or additional explanation needed, please explain here></p>

Root Cause 7:	Our LEP students who have denied the program are not effectively monitored for progress.		
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Annual Goal: ?	Our LEP students who have denied the BE/ESL program will receive the academic support required for success.
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	Strategy: ?	Implement a district-wide monitoring report that will be used to track student progress and identify students needing support to succeed academically.
		How will addressing this Root Cause impact the index/indicator/CSF? ?	By implementing a district-wide monitoring system, all LEP students including LEP denials, will be tracked for progress and the need for immediate targeted and strategic intervention. This process and strategy will address the urgency and need for improvement within this sub-population, thus addressing all indexes, CSFs and PBMAS BE/ESL indicator #3.

Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: ?	Q2 Goal: ? Organize a committee to develop a district-wide monitoring form.	Q3 Goal: ? Develop an Intervention Plan.	Q4 Goal: ? Provide information session to inform parents of the Bilingual-ESL program benefits.
Interventions:	Interventions:	Interventions:	Interventions:
<p style="color: red;">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.</p>	1) Develop and implement a strategic plan and form to be used to monitor and document student failures for all LEP students who have denied the BE/ESL program in the district. 2) Train district/Campus administrators, LPAC chairpersons, and staff on the plan and process to monitor student failures every 3rd and 6 weeks. 3) Schedule on-going committee meetings to review the data at the end of each 6 weeks and ensure time for discussion, planning, and recommendations for intervention. 4) Ensure all teachers are aware of the LEP students who are denials in their classrooms and provide information on how support can be provided through interventions and instructional best practice.	1) The LPAC committee will review student failures and organize parent conferences to inform parents of their child's lack of progress as documented through the district's monitoring form, and discuss benefits of the BE/ESL program (TEA Program Benefit Brochure), in order to encourage and offer intervention and support through the 2) Provide teachers with support for classroom instruction by providing trainings for differentiated instruction and instructional best practices. 3) District administration will prepare reports to identify the number of program denials by campus to review patterns and trends. 4) District administration will meet with campus personnel to share findings and provide support in the form of parent meetings or trainings to inform the public of the BE/ESL program.	1) Organize and facilitate campus level informational parent sessions beginning at grades PK-3 to answer questions or concerns that parents may have in regards to the Bilingual and ESL. 2) Offer Bilingual-ESL classroom visits to parents and showcase targeted instruction that benefits our LEP population. 3) Create an oversight committee to review the state assessment results for LEP student denials to identify patterns and trends and create targeted instructional plans to close the achievement gaps. 4)
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) _____	1) Committee agenda, Sign in Sheet and Monitoring Form. 2) Agenda, Information training Packet, and Sign in Sheets 3) Schedule, Sign in Sheets, Discussion Minutes and Failure Reports	1) Failure Lists, Parent Conference Documentation, LPAC Roster and Minutes 2) Go Sign Me Up Sessions, Sign In sheets, 3) Trend Reports	1) Parent Sign in Sheets and Informational Packet 2) Schedule for parent observations and visits to classrooms. 3) Assessment results for LEP students who have denied the BE/ESL program.

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4)		4)	Demographic Reports	4)	Campus Meeting date and time signature pages.	4)	
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End of Quarter Reporting

Q1 Report <i>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.</i>		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
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	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<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 are other factors or additional explanation needed, please explain here>
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Root Cause 8:	The TELPAS assessment is not seen with the same importance as the STAAR or EOC Assessments.				
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ?	Increase the number of students showing progress in the TELPAS composite ratings for students in U.S. Multiple Years category.	
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		Strategy: ?	Implement a district wide plan for professional development and language proficiency measured by TELPAS.	
			How will addressing this Root Cause impact the index/indicator/CSF? ?	By implementing a district-wide strategic plan for teachers and raters, teachers will be more proficient as raters by creating a deeper understanding of the proficiency level descriptors and the monitoring of student progress of English acquisition as measured by TELPAS. As teachers become proficient in rating and monitoring student progress, students in US multiple years will also show progress, impacting all CSFs, indexes, and PBMAS BE/ESL indicator #10.	

Interventions by Quarter

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:	Interventions:	Interventions:	Interventions:
	1) Develop a district wide plan to practice rating students using the Proficiency Level Descriptors (PLD).	1) Train all teachers and instructional support staff on the TELPAS components.	1) Organize parent information meetings and use the All Call System, flyers, and media to promote and invite all parties.

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<p style="color: red;">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.</p>	2) Train teachers on the PLD Review Process.	2) Provide TEPAS rater training for all teachers and staff that teach our ELL students district wide.	2) Work with the oversight committee to review the TELPAS results to identify patterns and trends and create targeted instructional plans to close gaps.
	3) Provide teachers with support for developing language proficiency in the classroom.	3) Provide teachers with training on the TELPAS - STAAR relationship as it pertains to the ELL Progress Measure and STAAR Progress Measure.	3)
	4) Ensure that students are attending the computer lab to practice for the online TELPAS test.	4)	4)
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
1) Plan that is created.	1) Sign In Sheet and Go Sign Me Up Session	1) Parent Meeting Agendas and Sign In Sheets, Campus Invitations and Promotional Meeting Items	
2) Sign in sheets and Go Sign Me Up Sessions	2) Sign In Sheet and Go Sign Me Up Session	2) TELPAS Results, Patterns and Trends Report	
3) Walk-Through forms and feedback, Summary form in Coaching Binder	3) Sign In Sheet and Go Sign Me Up Session	3)	
4) Attendance Sheet and Monthly Usage Report for Students	4)	4)	
End of Quarter Reporting			
Q1 Report <i>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.</i>		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
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?	
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?	<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
End of Year Reporting			
Root Cause 9:			
Index Number:	<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 type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ? <enter text> Strategy: ? <enter text>

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Campus Name:			
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned 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		
Interventions by Quarter			
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:	Interventions:	Interventions:	Interventions:
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.	1)	1)	1)
	2)	2)	2)
	3)	3)	3)
	4)	4)	4)
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 was collected to monitor interventions?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)
End of Quarter Reporting			
Q1 Report <i>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.</i>	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
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?

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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?	<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 are other factors or additional explanation needed, please explain here>

Root Cause 10:				
Index Number:	<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 type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ?	<enter text>
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned 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		Strategy: ?	<enter text>
			How will addressing this Root Cause impact the index/indicator/CSF? ?	<enter text>

Interventions by Quarter							
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:		Interventions:		Interventions:		Interventions:	
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.		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
		4)		4)		4)	
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 was collected to monitor interventions?	
1)		1)		1)		1)	
2)		2)		2)		2)	

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3)	3)						
4)	4)						
End of Quarter Reporting							
Q1 Report <i>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.</i>		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
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	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<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 are other factors or additional explanation needed, please explain here>		