

District Name:	Borger
Campus Name:	Crockett, Gateway, Belton

Needs Assessment Summary and Improve

Definition / Purpose:	<p>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</p> <p>Step 1: Clarify and prioritize problem statements Step 2: Establish the purpose of assessing root causes and establish the team Step 3: Gather data Step 4: Review data analysis Step 5: Root cause analysis</p> <p>The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem</p>
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Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	37% of 3rd grade ELL students and 40% of 4th grade ELL students passed STAAR reading.	is occurring because of Root Cause #1	Root Cause 1:
	PS 2:	49% of tests taken by economically-disadvantaged students met the passing standard.	is occurring because of Root Cause #2	Root Cause 2:
	PS 3:	Across all tests given, the "met passing standard" scores for boys was 20% less than that for girls.	is occurring because of Root Cause #3	Root Cause 3:
	PS 4:		is occurring because of Root Cause #4	Root Cause 4:
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:
	PS 10:		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 TEC §11 campus/district improvement plan is c 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 g and ensure those are your prioritized root causes.

If the district or campus would like to identify more than 10 root causes, contact the sup

***** Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation**

Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and findings have been recorded and are available upon request.

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Problem Statement 1:	37% of 3rd grade ELL students and 40% of 4th grade ELL students passed STAAR reading.	Annual Goal: ?
Root Cause 1:	The rigor of instruction provided to ELL students does not support success on STAAR.	Strategy: ?
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"/>	
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 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	How will addressing this impact the index/index?

Interventions by Quarter

Q1 (Aug, Sept, Oct) ?		Q2 (Nov, Dec, Jan)	
Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).			
Q1 Goal: ?	100% of teachers will receive training in the language proficiency ratings and will be informed of the ratings of each of their ELL students.	Q2 Goal: ?	85% of ELLs will advance at least two levels on mid-year reading assessments.
Q1 Interventions		Q2 Interventions	
1)	Begin to develop document that connects district instructional initiatives (including sheltered instruction) so that staff fully understands the relationship and how each positively affects student learning.	1)	Finish instructional initiative document and train teachers, helping them to see connections and implementation possibilities.
2)	Collect and organize vertical alignment documents and power TEKS for teacher use in unit and lesson planning.	2)	Utilize vertical alignment documents and planning and support documents during treasure hunt planning days and develop survey to be used for EOY evaluation of the support.
3)	Teachers will be provided information on the language proficiencies and will know the rating for each of their identified students.	3)	Review BE/ESL program design and implementation utilizing both district and region ESL resources. Train LPAC committees, as needed.
4)	Develop curriculum/planning "treasure hunt" calendar and planning agenda and support documents and assign coaches and support to planning days.	4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?	
1)	document	1)	document, training sign-in sheets
2)	examination of teacher materials	2)	Lesson plans and survey developed
3)	documentation of meeting and sign in sheet	3)	Agenda and notes from meeting

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4)	Calendar with coach/support assignments	4)		4)
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End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		
Did you meet this quarter's goal?	No, but Made Some Progress	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?
?	ESC personnel are coming on December 8th to provide additional training to staff. Teachers who have ELLs have received documentation of the proficiency level to use during lesson planning. Teachers will be provided an ELL language tracking sheet to be used to track student progress.	?	<Enter text>	?
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.
Are you on track to meet the annual goal?	No Progress Made	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?
What, if any, adjustments must be made in order to meet the annual goal?	The first six weeks assessment data showed 22% passing reading and 26% passing math. The ELL language tracking form will be used to better plan differentiated instruction according to proficiency levels. The planned support during curriculum treasure hunt days will be implemented this quarter and the professional development and support planned for ELA and math (outlined in subsequent Q1 reports) should also help support progress of ELLs.	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<input type="text" value="<Enter text>"/>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) In <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual G <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESE <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<input type="text" value="<Enter text>"/>
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Problem Statement 2:	49% of tests taken by economically-disadvantaged students met the passing standard.	Annual Goal: ?
Root Cause 2:	Appropriate instructional strategies which meet the needs of all students have not been consistently and effectively implemented.	Strategy: ?
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"/>	

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<p>Critical Success Factors (CSFs)/</p> <p>ESEA Turnaround Principles (TPs)/</p> <p>Major Systems</p>	<ul style="list-style-type: none"> <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 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 	<p>How will addressing this impact the index/indicators</p>
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Interventions by Quarter

<p>Q1 (Aug, Sept, Oct)</p> <p style="color: red; font-size: small;">Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</p>	<p>Q2 (Nov, Dec, Jan)</p>	
<p>Q1 Goal:</p> <p>By the end of the quarter, 100% of 3rd and 4th grade teachers will be meeting with at least one guided reading group at least 3 days/week.</p>	<p>Q2 Goal:</p> <p>By the end of the quarter, 100% of 3rd and 4th grade teachers will be meeting with at least 3 guided reading groups at least 3 days/week.</p>	<p>Q3 Goal:</p>

Q1 Interventions	Q2 Interventions	
<p>1) Modify, improve and implement the district's literacy plan with an emphasis on professional development and coaching support, phonics utilization, and widespread reading with increased library access and utilization.</p>	<p>1) Support guided reading implementation with continued PD, instructional coaching and celebrations.</p>	<p>1)</p>
<p>2) Use BOY reading assessment results to gather data about grade level trends and plan PD as needed.</p>	<p>2) Begin use of modified data dialogue form (if modifications are deemed needed) and insure that training in its use and appropriate utilization is occurring on all three campuses.</p>	<p>2)</p>
<p>3) Use current data dialogue and action plan form for meetings with first six weeks data; analyze the effectiveness of the meetings and meeting protocol and make changes, as needed, for subsequent assessment result meetings.</p>	<p>3)</p>	<p>3)</p>
<p>4) Develop action plans that address needed reteaching, RTI plans, and tutoring for all student groups that did not meet the systems safeguards standards.</p>	<p>4)</p>	<p>4)</p>

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?
<p>1) plan revisions, PD and coaching schedule, library schedule</p>	<p>1) PD and coaching logs, sign-in sheets</p>	<p>1)</p>
<p>2) BOY results with trends</p>	<p>2) data dialogue and action plans produced and implemented</p>	<p>2)</p>
<p>3) form</p>	<p>3)</p>	<p>3)</p>
<p>4) action plans produced</p>	<p>4)</p>	<p>4)</p>

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End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report	
Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Classroom walk-throughs verify that guided reading, in (at least) this limited application is occurring.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	test
Are you on track to meet the annual goal?	No Progress Made	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	Some fourth grade teachers are struggling with guided reading implementation; they have received ample required training and additional optional training (most have not taken advantage of this.) The district literacy coordinator will provide coaching support. Teachers will be asked to post daily schedules outside rooms so that walk-throughs can be targeted during guided reading in order to assess support needs. The district will also explore additional support from the ESC for guided reading coaching. The results of 1st and 2nd six weeks math assessments in grades 2-4 will be summarized and sent to the ESC math specialists. A tentative training session for all 4th grade math teachers and two teachers each from 2nd and 3rd grade is scheduled for the first week in January. The focus of the training will be to provide instructional strategies appropriate to areas of assessed need.	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<input type="text" value="<Enter text>"/>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual G <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESE <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<input type="text" value="<Enter text>"/>		

Problem Statement 3:	Across all tests given, the "met passing standard" scores for boys was 20% less than that for girls.	Annual Goal:
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Root Cause 3:	The instruction provided and general school environment has not met the learning needs of male students.	Strategy: ?
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"/>	
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 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	How will addressing this impact the index/indicato

Interventions by Quarter

Q1 (Aug, Sept, Oct) ?		Q2 (Nov, Dec, Jan)		
Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).				
Q1 Goal: ?	By the end of the quarter, the discipline plan will be developed and ready for implementation.	Q2 Goal: ?	By the end of the quarter, 100% of students will have participated in at least one documented character lesson and 100% of the staff will be implementing the discipline plan.	Q3 Goal: ?
Q1 Interventions		Q2 Interventions		
1)	Develop a comprehensive discipline plan that includes both classroom and common area expectations, and emphasizes positive behavioral supports.	1)	Train staff on implementation of discipline plan and begin implementation and data collection.	1)
2)	Develop a plan for using mentors at Crockett to address the specific needs of male learners.	2)	Character building lessons will be taught to all students PK-4.	2)
3)	Begin to use the treasure hunt process to locate instructional materials that will be of interest to male learners.	3)	Mentor program will begin per the plan developed in quarter 1.	3)
4)		4)	Continue to addresss the needs of male students in resource discovery and allocation.	4)
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be
1)	discipline plan	1)	PD log and sign-in sheets	1)
2)	mentor plan	2)	Lesson plans and survey developed	2)
3)	treasure hunt resources	3)	Mentor logs	3)
4)		4)	treasure hunt resources	4)

End of Quarter Reporting

Q1 Report ?	Q2 Report	
Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		

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Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	? The plan was presented to the CLT and will be communicated with teachers during the next two weeks. There have been 128 severe behavior incidents since school started, further documenting the need for improvement in school climate and discipline procedures. Discipline struggles with several very high need special education students continue. A focused look at the IEPs and behavior management plans of these students will be initiated.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	? <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.
Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?
What, if any, adjustments must be made in order to meet the annual goal?	Currently the discrepancy for boys and girls is at 8% across all tests and both grade levels.	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual G <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESE <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>		

Problem Statement 4:		Annual Goal: ?
Root Cause 4:	<Enter text>	Strategy: ?
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/>	
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	How will addressing this impact the index/indicators?

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Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	
Q1 Goal:	Q2 Goal:	Q3 Goal:

Q1 Interventions	Q2 Interventions	
1)	1)	1)
2)	2)	2)
3)	3)	3)
4)	4)	4)

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

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	Q2 Report	
Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.
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
What, if any, adjustments must be made in order to meet the annual goal? <Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal? <Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal? <Enter any additional information here>

End of Year Reporting

<Enter text>		<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific)
	If you <u>did</u> meet your annual goal, to	<input type="checkbox"/> Data Quality <input type="checkbox"/> Annual G

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Provide the data that supports your 4th quarter status of this annual goal.		what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<input type="text"/>
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Problem Statement 5:		Annual Goal: ?
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Root Cause 5:	<input type="text"/>	Strategy: ?
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Index Number:	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Index 1: Student Achievement	<input type="checkbox"/> Index 2: Student Progress	
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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	How will addressing this impact the index/indicator?
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Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	
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? Q1 Goal:	? Q2 Goal:	? Q3 Goal:
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Q1 Interventions	Q2 Interventions	
1)	1)	1)
2)	2)	2)
3)	3)	3)
4)	4)	4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?
1)	1)	1)

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

End of Quarter Reporting

Q1 Report		Q2 Report		
Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.				
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	? <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	? <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.
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?
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual G <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESE <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>		

Problem Statement 6:		Annual Goal: ?
Root Cause 6:	<Enter text>	Strategy: ?
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/>	
	<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	

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Critical Success Factors (CSFs)/	<input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership	How will addressing this impact the index/indicator
ESEA Turnaround Principles (TPs)/	<input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar	
Major Systems	<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) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	
Q1 Goal: ?	Q2 Goal: ?	Q3 Goal: ?
Q1 Interventions	Q2 Interventions	
1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>
2) <input type="text"/>	2) <input type="text"/>	2) <input type="text"/>
3) <input type="text"/>	3) <input type="text"/>	3) <input type="text"/>
4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>
What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?
1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>
2) <input type="text"/>	2) <input type="text"/>	2) <input type="text"/>
3) <input type="text"/>	3) <input type="text"/>	3) <input type="text"/>
4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	Q2 Report	
Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select
? <Enter text>	? <Enter text>	? <Enter text>
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.
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

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Needs Assessment Summary and Improve

What, if any, adjustments must be made in order to meet the annual goal?	<i><Enter any additional information here></i>	What, if any, adjustments must be made in order to meet the annual goal?	<i><Enter any additional information here></i>
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End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<i><Enter text></i>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual G <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESE <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<i><Enter text></i>
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Problem Statement 7:	Annual Goal: ?
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Root Cause 7: <i><Enter text></i>	Strategy: ?
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Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/>
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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	How will addressing this impact the index/index?
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Interventions by Quarter

Q1 (Aug, Sept, Oct) ? Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 (Nov, Dec, Jan)	
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Q1 Goal: ?	Q2 Goal: ?	Q3 Goal: ?
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Q1 Interventions	Q2 Interventions	
1)	1)	1)
2)	2)	2)
3)	3)	3)

District Name:	Borger
Campus Name:	Crockett, Gateway, Belton

Needs Assessment Summary and Improve

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

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?
? <Enter text>		? <Enter text>		?
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.
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?
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual G <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESE <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>		

Problem Statement 8:		Annual Goal: ?
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District Name:	Borger
Campus Name:	Crockett, Gateway, Belton

Needs Assessment Summary and Improve

Root Cause 8:	Enter text:	Strategy: ?
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/>	
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	How will addressing this impact the index/indicator?

Interventions by Quarter

Q1 (Aug, Sept, Oct) ? <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	
Q1 Goal: ?	Q2 Goal: ?	Q3 Goal: ?
Q1 Interventions	Q2 Interventions	
1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>
2) <input type="text"/>	2) <input type="text"/>	2) <input type="text"/>
3) <input type="text"/>	3) <input type="text"/>	3) <input type="text"/>
4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>
What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?
1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>
2) <input type="text"/>	2) <input type="text"/>	2) <input type="text"/>
3) <input type="text"/>	3) <input type="text"/>	3) <input type="text"/>
4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>

End of Quarter Reporting

Q1 Report ? <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	Q2 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?
	Select	Did you meet this quarter's goal?

District Name:	Borger
Campus Name:	Crockett, Gateway, Belton

Needs Assessment Summary and Improve

Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	? <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	? <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	?
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?	
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual G <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESE <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>		

Problem Statement 9:		Annual Goal: ?
Root Cause 9:		Strategy: ?
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/>	
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	How will addressing this impact the index/indicato

Interventions by Quarter

Q1 (Aug, Sept, Oct) ? Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 (Nov, Dec, Jan)
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District Name:	Borger
Campus Name:	Crockett, Gateway, Belton

Needs Assessment Summary and Improve

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

End of Quarter Reporting

Q1 Report		?	Q2 Report		
Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.					
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	?	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	?	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>		What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	Provide the data that supports your 4th quarter status of this annual goal.	<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet your annual goal, to what do you attribute your lack of</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause	<input type="checkbox"/> (Specific) <input type="checkbox"/> Annual G <input type="checkbox"/> CSF/ESE <input type="checkbox"/> Training
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District Name:	Borger
Campus Name:	Crockett, Gateway, Belton

Needs Assessment Summary and Improve

		success?	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.		<Enter text>	

Problem Statement 10:		Annual Goal: ?
Root Cause 10:	<Enter text>	Strategy: ?
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/>	
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	How will addressing this impact the index/indicator?

Interventions by Quarter

Q1 (Aug, Sept, Oct) ? <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	
Q1 Goal: ?	Q2 Goal: ?	Q3 Goal: ?
Q1 Interventions	Q2 Interventions	
1) _____	1) _____	1) _____
2) _____	2) _____	2) _____
3) _____	3) _____	3) _____
4) _____	4) _____	4) _____
What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?
1) _____	1) _____	1) _____
2) _____	2) _____	2) _____
3) _____	3) _____	3) _____

District Name:	Borger
Campus Name:	Crockett, Gateway, Belton

Needs Assessment Summary and Improve

4)	4)	4)
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End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.
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?
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual G <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESE <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>		

FIR Sustainability Questions

If your campus is identified as formerly Improvement Required (FIR), please answer these questions by March 10, 2016 regarding the sustainability of strategies that led to your current status.

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