

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

## Needs Assessment Summary and Improvement Plan

**Definition / Purpose:** After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:  
 Step 1: Clarify and prioritize problem statements  
 Step 2: Establish the purpose of assessing root causes and establish the team  
 Step 3: Gather data  
 Step 4: Review data analysis  
 Step 5: Root cause analysis

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

<b>Problem Statements (PS):</b>  <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>	<b>PS 1:</b>	In 2015-16, 49% of our students met the STAAR writing standard.	is occurring because of Root Cause #1	<b>Root Cause 1:</b>	Limited time to provide in-depth feedback to students
	<b>PS 2:</b>	In 2015-16, 53% of our students met the STAAR Social Studies standard.	is occurring because of Root Cause #2	<b>Root Cause 2:</b>	Inconsistent delivery of rigorous lessons and STAAR formatted materials
	<b>PS 3:</b>	In 2015-16, 24% of our special education students met the STAAR reading standard.	is occurring because of Root Cause #3	<b>Root Cause 3:</b>	Variation in the implementation of differentiated instruction
	<b>PS 4:</b>	In 2015-16, 46% of our ELL students met the STAAR reading standard.	is occurring because of Root Cause #4	<b>Root Cause 4:</b>	Limited use of linguistic scaffolding strategies
	<b>PS 5:</b>		is occurring because of Root Cause #5	<b>Root Cause 5:</b>	<Enter text>
	<b>PS 6:</b>		is occurring because of Root Cause #6	<b>Root Cause 6:</b>	<Enter text>
	<b>PS 7:</b>		is occurring because of Root Cause #7	<b>Root Cause 7:</b>	<Enter text>
	<b>PS 8:</b>		is occurring because of Root Cause #8	<b>Root Cause 8:</b>	<Enter text>
	<b>PS 9:</b>		is occurring because of Root Cause #9	<b>Root Cause 9:</b>	<Enter text>
	<b>PS 10:</b>		is occurring because of Root Cause #10	<b>Root Cause 10:</b>	<Enter text>

**Identified and Prioritized Root Causes:**

It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system.

*If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.*

**\*\*\* Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.\*\*\***

**Attestation Statement:**  By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

<b>Problem Statement 1:</b>	In 2015-16, 49% of our students met the STAAR writing standard.	<b>Annual Goal:</b>	In 2017, students will obtain a 65% passing standard in Writing STAAR.
<b>Root Cause 1:</b>	Limited time to provide in-depth feedback to students	<b>Strategy:</b>	Implement a structured writing model that provides adequate time to provide quality feedback.
<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<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 type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	The implementation of a writing model will ensure that students receive timely feedback on consistent basis. Teachers will be trained so that all students are exposed to the writing process. The aforementioned will impact/improve the students' academic performance and teacher quality. Additionally, the model will allow teachers to meet individually with the students to providing adequate feedback on essays and will target all aspects of the writing process where editing and revising will be continuously addressed.

### 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)		Q3 (Feb, Mar)		Q4 (April, May, June)	
<b>Q1 Goal:</b>	By the end of October, 100% of the writing teachers will be trained on a structured writing model.	<b>Q2 Goal:</b>	By the end of the first semester, 80% of our students will increase one scoring point.	<b>Q3 Goal:</b>	By the end of the third quarter, 65% of our students will achieve a passing score on the 2016-17 writing STAAR.	<b>Q4 Goal:</b>	By mid June, campus leadership will review multiple data sources to determine the effectiveness of strategies and identify barriers to address through 2017-18 planning.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Administrative team design master calendar for writing model.	1)	Writing teachers provide immediate feedback during student conferencing.	1)	Teachers will individualize instruction focusing on students who have not increased one score point.	1)	Administrative team analyzes STAAR writing preliminary reports.
2)	Teachers receive training in the writing model.	2)	Writing collaborative teacher models and provides support, feedback, coaching, and resources to teachers in need of assistance.	2)	Collaborative teacher continues conducting student pull-outs.	2)	Administrative team analyzes writing model effectiveness.
3)	Administrative team conducts walk-throughs to ensure implementation of the writing model.	3)	Collaborative teacher will conduct pull-outs for identified targeted students.	3)	Follow-up walk-throughs to determine continued implementation of the writing model.	3)	Administrative team reviews students' STAAR/TELPAS scores to determine impact of strategies.
4)	Writing teachers participate in collaborative planning during PLCs.	4)	Administrators, academic coordinator and collaborative teacher conduct walk-throughs to monitor the implementation of the writing model.	4)	Consultant/collaborative teacher will provide support to teachers in need of assistance.	4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Master calendar	1)	Teacher feedback documentation form, grade reports, failure reports	1)	CBA scores/Benchmark data, six weeks grades, failure reports	1)	STAAR writing scores
2)	Agenda, sign-in sheets	2)	Support forms, agendas, sign-in sheets	2)	Individual student essays, spiral testing data, support forms	2)	DMAC preliminary STAAR writing reports
3)	Walk-throughs, feedback documentation	3)	Individual student essays, spiral testing data (DMAC)	3)	Walk-through forms	3)	STAAR/TELPAS reports
4)	PLC agendas, lesson plans	4)	Walk-throughs	4)	Support forms	4)	

### End of Quarter Reporting

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Yes	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.	CBA 1 ELA 7th grade scores at 70% All-37%, SPED 6%, ELL 16% At state standard of a 61%: All-39%, SPED 16%, ELL 27% Reviewed writing model sign-in sheets, agendas, presentations, walk-throughs, and PLC agendas. All writing teachers also attended the Gretchen Bernabei writing training provided by the district on October 10, 2016.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	Writing teachers will continue to incorporate the Gretchen Bernabei writing model strategies and will provide timely feedback to students on their essays.	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

### End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <b>did</b> meet your annual goal, to what do you attribute your success?  If you <b>did not</b> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <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	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
---	--------------	--	---	--	--------------

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.	<Enter text>
--	--------------

<b>Problem Statement 2:</b>	In 2015-16, 53% of our students met the STAAR Social Studies standard.	<b>Annual Goal:</b>	In 2017, 65% of our students will meet the STAAR Social Studies standard.
-----------------------------	--	---------------------	---

<b>Root Cause 2:</b>	Inconsistent delivery of rigorous lessons and STAAR formatted materials	<b>Strategy:</b>	Implementation of 5E lesson model and STAAR formatted materials
----------------------	---	------------------	---

<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
----------------------	--

	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction
--	---

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

<p><b>Critical Success Factors (CSFs)</b></p> <p><b>ESEA Turnaround Principles (TPs)</b></p> <p><b>Major Systems</b></p>	<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 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 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><b>How will addressing this root cause impact the index/indicator/CSF?</b></p>	<p>By integrating the content and infusing question stems that are aligned to standardized testing formats, this will allow students to be consistently exposed to content vocabulary and strategies that will enable them to internalize content.</p>
--	--	---	--

#### Interventions by Quarter

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
<b>Q1 Goal:</b>	By the end of the first quarter, 100% of the Social Studies teachers will receive training on the 5Es lesson model and instructional strategies training.	<b>Q2 Goal:</b>	By the end of January, 100% of the Social Studies teachers will implement 5Es lesson model in their lesson plans and lessons.	<b>Q3 Goal:</b>	By the end of March, 100% of teachers are incorporating rigorous lessons to improve student achievement.	<b>Q4 Goal:</b>	By mid June, campus leadership will review STAAR scores and data from the digital curriculum "Exploros" to determine the effectiveness of the program and identify strategies to implement in 2017-18.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Teachers will receive training on the 5E's lesson model that will be introduced through pilot program of Digital Curriculum from Exploros.	1)	Teachers will understand and implement the 5E model.	1)	Teachers model lessons using academic vocabulary through choral reading.	1)	Administrative team analyzes STAAR social studies preliminary reports.
2)	Design a training plan that will provide in-depth knowledge on the 5E model: Engage, Explore, Explain, Elaborate, and Evaluate	2)	Within 5E model, teachers will incorporate STAAR formatted social studies material to familiarize students with testing format.	2)	Teachers present problems, monitor student exploration, facilitate student inquiry, and provide opportunities for new patterns of thinking.	2)	Administrative team evaluates 5Es lesson model effectiveness.
3)	Conduct walk-throughs to ensure model is being implemented effectively in the classroom.	3)	Teachers infuse question stems aligned to standardized testing format to improve rigor in lessons.	3)	Administration monitors the implementation of rigorous lessons within the social studies content via walk-throughs.	3)	Administrative team reviews students' STAAR scores to determine impact of strategies.
4)	Instructional coach provides coaching and feedback for teachers on instructional strategies.	4)	Administration will monitor implementation of Digital Curriculum from Exploros and review student progress.	4)	Academic coordinator/collaborative teacher provides follow-up support and models lessons for teachers who need extra support.	4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Agenda, sign-in sheets	1)	Training sign-ins, lesson plans	1)	Lesson plans, walk-throughs, PLC documentation	1)	STAAR social studies scores
2)	Training materials, master calendar and timeline	2)	Lesson plans, PLC forms	2)	PLC forms, lesson plans	2)	DMAC preliminary STAAR social studies reports
3)	Walk-throughs and observations	3)	Lesson plans, lessons, walk-throughs	3)	Spot observations and walk-throughs	3)	DMAC reports
4)	Training and meeting sign-ins	4)	Spiral data, CBAs, Benchmark	4)	Walk-throughs, observations	4)	

#### End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
<b>Did you meet this quarter's goal?</b>	Yes	<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	CBA 1 Reading scores at 70%: All- 45%, SPED-18%, ELL-31%. At state standard of 56%: All-73%, SPED 33%, and ELL-61% We reviewed the 5E model training sign-in sheets, agendas, and walk-throughs.	<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	<Enter text>	<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	<Enter text>	<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	<Enter text>
<b>Are you on track to meet the annual goal?</b>	Right on Target	<b>Are you on track to meet the annual goal?</b>	Select	<b>Are you on track to meet the annual goal?</b>	Select	<b>Did you meet your annual goal?</b>	Select
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	Teachers will provide rigorous lessons utilizing the 5E model and will integrate STAAR formatted questions in their daily lessons.	<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	<Enter any additional information here>	<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	<Enter any additional information here>	<Enter any additional information here>	

### End of Year Reporting

<b>Provide the data that supports your 4th quarter status of this annual goal.</b>	<Enter text>	<b>If you <u>did</u> meet your annual goal, to what do you attribute your success?</b>	<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"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	<b>Please provide additional information for the selection of Other or for any selected elements.</b>	<Enter text>
<b>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.</b>		<Enter text>				

<b>Problem Statement 3:</b>	In 2015-16, 24% of our special education students met the STAAR reading standard.	<b>Annual Goal:</b>	In 2017, 65% of our special education students will meet the STAAR Reading.
-----------------------------	---	---------------------	---

<b>Root Cause 3:</b>	Variation in the implementation of differentiated instruction	<b>Strategy:</b>	Implement differentiated instructional strategies to meet the needs of diverse learners.
----------------------	---	------------------	--

<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
----------------------	---

<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<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 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	<b>How will addressing this root cause impact the index/indicator/CSF?</b> By providing professional development in the area of differentiation that addresses reading, and consistently monitoring these instructional strategies, students' performance will improve. As a result of the training and support that teachers receive throughout the year, teacher quality will be positively impacted.
---	--	--

### Interventions by Quarter

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

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

<b>Q1 Goal:</b>	By the end of October, 100% of reading teachers will be trained in differentiated strategies.	<b>Q2 Goal:</b>	By the end of the semester, 100% of the reading teachers will incorporate differentiated strategies and accommodations in their lesson plans and lessons.	<b>Q3 Goal:</b>	By the end of March, 100% of the reading teachers will assure that accommodations are being routinely utilized by our special education students in the co-teach classes, in daily lessons and assessments to improve reading scores.	<b>Q4 Goal:</b>	By mid June, campus leadership will review multiple data sources to determine the effectiveness of the differentiated instructional strategies.
-----------------	---	-----------------	---	-----------------	---	-----------------	---

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Administrative team schedules/assigns co-teach classes and teachers.	1)	Administrators review lesson plans to ensure incorporation of differentiated strategies.	1)	District special education coordinator/special populations coordinator provide a refresher training on differentiated instruction and accommodations.	1)	Administrators and teachers monitor the progress of special education students.
2)	Special education coordinator provides co-teaching training to co-teach general education and special education teachers.	2)	Administrators and special populations coordinator will review lesson plans for proper documentation of differentiated instruction and accommodations.	2)	Administrators conduct walk-throughs to evaluate the implementation of differentiated instruction in co-teach classes and provide teacher feedback.	2)	Administrative team reviews preliminary STAAR reading data to determine growth for special education students.
3)	C and I and/or academic coordinator provides differentiated instructional strategies training to reading teachers.	3)	Coordinating teachers will implement accommodation tracking sheets with all special education students.	3)	Accommodations will be routinely used during instruction and utilized as required throughout all assessments, specifically STAAR.	3)	Administrative team evaluates STAAR reading data to determine growth for special education students.
4)	Administrators, C and I/special pops/academic coordinators conduct walk-throughs to ensure implementation of differentiated strategies.	4)	Prescriptive tutorials will be provided for targeted special education students and progress tracked by teacher.	4)	Teachers incorporate metacognitive reading strategies in lesson plans and instruction.	4)	Administrative team evaluates the implementation and effectiveness of differentiated instructional strategies.

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Master schedule	1)	Lesson plans	1)	Training sign-ins, agenda, presentation	1)	CBA results, spiral tests, failure, discipline, and attendance reports
2)	Training agenda, sign-in sheets, presentations	2)	Lesson plans	2)	Walk-through forms, feedback documentation	2)	DMAC reports
3)	Training agenda, sign-in sheets, presentations	3)	Tracking sheets	3)	Individual assessment sheets and accommodation plans, CBA results, spiral tests, failure reports	3)	DMAC reports
4)	Walk-throughs	4)	Tutorials sign-in sheets and progress monitoring charts, six weeks grades, failure reports, spiral/CBA/Benchmark data	4)	Lesson plans, walk-throughs	4)	Preliminary STAAR results

### End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
<b>Did you meet this quarter's goal?</b>	Yes	<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select
<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	CBA 1 reading scores at 70%: All- 24%, SPED- 5%, ELL-11% At state standard of 58%: All- 44%, SPED-21%, ELL-29%. We reviewed the master calendar, co-teaching training/differentiated instruction agendas and sign-in sheets	<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	<Enter text>	<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	<Enter text>	<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	<Enter text>
<b>Are you on track to meet the annual goal?</b>	Right on Target	<b>Are you on track to meet the annual goal?</b>	Select	<b>Are you on track to meet the annual goal?</b>	Select	<b>Did you meet your annual goal?</b>	Select
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	Teachers will provide differentiated instruction to address the needs of our identified special ed. and ELL students.	<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	<Enter any additional information here>	<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	<Enter any additional information here>	<Enter any additional information here>	

### End of Year Reporting

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <b>did</b> meet your annual goal, to what do you attribute your success?  If you <b>did not</b> meet your annual goal, 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 Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
---	--------------	--	---	---	--	--------------

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
--	--------------

<b>Problem Statement 4:</b>	In 2015-16, 46% of our ELL students met the STAAR reading standard.	<b>Annual Goal:</b>	In 2017, 65% of our ELLs will meet STAAR reading standard.
-----------------------------	---	---------------------	--

<b>Root Cause 4:</b>	Limited use of linguistic scaffolding strategies	<b>Strategy:</b>	Implement campus-wide sheltered instructional strategies.
----------------------	--	------------------	---

<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
----------------------	---

<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<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 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 type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	Through the consistent implementation of Stratiques, ELL students will be afforded linguistic scaffolds allowing them to increase vocabulary and comprehension skills. Acquisition of these skills will lead to improved academic performances of our ELL students. The training provided to our teachers will not only ensure the efficacy of our teachers, but will also improve their quality and that of their instruction.
---	--	--	---

#### Interventions by Quarter

<b>Q1 (Aug, Sept, Oct)</b> <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		<b>Q2 (Nov, Dec, Jan)</b>		<b>Q3 (Feb, Mar)</b>		<b>Q4 (April, May, June)</b>	
<b>Q1 Goal:</b>	By the end of October, 100% of the teachers will be trained on sheltered instructional strategies.	<b>Q2 Goal:</b>	By the end of the first semester, 100% of teachers will incorporate Stratiques focusing on ELL groups in their lesson plans and lessons.	<b>Q3 Goal:</b>	By the end of March, 100% of targeted ELL students are provided with prescriptive interventions.	<b>Q4 Goal:</b>	By mid June, campus leadership will conduct data analysis and finalize master schedule with a focus on our ELL population.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	All teachers are provided with training on Stratiques by district personnel.	1)	Teachers will understand and implement sheltered instruction strategies in the classroom by means of Achieve 3000 and Stratiques place mats.	1)	Teachers plan for prescriptive intervention plans during weekly PLC meetings and incorporate in lesson plans and instruction.	1)	Administrators and teachers monitor the progress of ELL students.
2)	Administrators, coordinators, and pathfinders will conduct walk-throughs to ensure Stratiques are effectively implemented.	2)	Teachers will understand how data drives their planning and instruction, and incorporate data-driven instructional strategies in their lessons.	2)	Teachers will use data reviewed during weekly grade level meetings to reflect on their instruction.	2)	Administrative team analyzes preliminary STAAR reading data for ELLs to determine student growth.
3)	Teachers will incorporate visuals through interactive notebooks and anchor charts.	3)	Pathfinder and coordinators will provide support and pull-outs for identified ELL students.	3)	Administrators, coordinators, and pathfinders will conduct walk-throughs to ensure Stratiques are being implemented with fidelity;	3)	Administrative team reviews ELL students' STAAR and TELPAS scores to determine impact of strategies.

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

4)	District and campus personnel will train teachers on ELL data and interventions.	4)	Teachers will incorporate Stratiques on their lesson plans and lessons.	4)	ELL students will receive training by district and campus personnel on strategies and importance of STAAR tests.	4)	Campus administration will adjust master schedule, hand scheduling ELL students.
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Agendas, sign-in sheets and end of trainings feedback, presentation	1)	Training sign-in sheets	1)	PLC sign-in, PLC agendas, Lesson Plans and walk-throughs	1)	CBA results, spiral tests, failure, discipline, and attendance reports
2)	Walk-throughs and observations	2)	Training sign-in sheets, Thursday meeting sign-ins	2)	Thursday department level meeting sign-in sheets, agenda, Reflection notes.	2)	DMAC reports
3)	Spot Check Forms and Walk-throughs	3)	Pull-out calendar and student sign-in sheets	3)	Lesson plans, walk-throughs, spiral, CBA's, Benchmarks, SW grades	3)	Preliminary STAAR results, TELPAS data
4)	Training sign-in sheets, agendas, presentation	4)	Llesson plans, walkthroughs	4)	District support forms and training agenda	4)	Master schedule

### End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Yes	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.	CBA 1 scores for ELL's at 70%: Reading ELL-11%, Math ELL-26%, Sci ELL-32%, SS ELL-31%. At state standard for each content: Reading ELL-29%, Math ELL-70%, Sci ELL-52%, SS ELL 61%. We reviewed the Stratiques training sign-in sheets, agendas, and walk-throughs.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	Teachers will address the academic needs of our ELL population through implementation of Stratiques strategies and differentiate for struggling learners in the classroom.	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

### 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) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <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	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>				

Problem Statement 5:		Annual Goal:	<Enter text>
----------------------	--	--------------	--------------



<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

<b>Root Cause 5:</b>	<i>Enter text:</i>	<b>Strategy:</b>	<i>&lt;Enter text&gt;</i>
----------------------	--------------------	------------------	---------------------------

<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <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
----------------------	--

<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<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	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	<i>&lt;Enter text&gt;</i>
---	--	--	---------------------------

#### Interventions by Quarter

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

<b>Q1 Goal:</b>	<b>Q2 Goal:</b>	<b>Q3 Goal:</b>	<b>Q4 Goal:</b>
-----------------	-----------------	-----------------	-----------------

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>
2) <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"/>	3) <input type="text"/>
4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>

<b>What data will be collected to monitor interventions in Q1?</b>	<b>What data will be collected to monitor interventions in Q2?</b>	<b>What data will be collected to monitor interventions in Q3?</b>	<b>What data was collected to monitor interventions in Q4?</b>
1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>
2) <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"/>	3) <input type="text"/>
4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>

#### End of Quarter Reporting

<b>Q1 Report</b> <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	<b>Q2 Report</b>	<b>Q3 Report</b>	<b>Q4 Report</b>
---	------------------	------------------	------------------

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

### 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"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
---	--------------	---	---	---	--	--------------

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
--	--------------

<b>Problem Statement 6:</b>		<b>Annual Goal:</b>	<Enter text>
-----------------------------	--	---------------------	--------------

<b>Root Cause 6:</b>	<Enter text>	<b>Strategy:</b>	<Enter text>
----------------------	--------------	------------------	--------------

<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <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
----------------------	--

<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<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	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	<Enter text>
---	--	--	--------------

### Interventions by Quarter

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

### End of Year Reporting

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

<p>Provide the data that supports your 4th quarter status of this annual goal.</p>	<p>&lt;Enter text&gt;</p>	<p>If you <b>did</b> meet your annual goal, to what do you attribute your success?</p> <p>If you <b>did not</b> meet your annual goal, to what do you attribute your lack of success?</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"><input type="checkbox"/> Data Analysis Process</div> <div style="width: 50%;"><input type="checkbox"/> (Specific) Interventions</div> <div style="width: 50%;"><input type="checkbox"/> Data Quality</div> <div style="width: 50%;"><input type="checkbox"/> Annual Goals</div> <div style="width: 50%;"><input type="checkbox"/> Appropriate Strategy</div> <div style="width: 50%;"><input type="checkbox"/> CSF/ESEA Turnaround</div> <div style="width: 50%;"><input type="checkbox"/> Identification of Root Cause</div> <div style="width: 50%;"><input type="checkbox"/> Training</div> <div style="width: 50%;"><input type="checkbox"/> Quarterly Planning Process</div> <div style="width: 50%;"><input type="checkbox"/> Other</div> <div style="width: 50%;"><input type="checkbox"/> Ongoing Monitoring and Interventions</div> </div>	<p>Please provide additional information for the selection of Other or for any selected elements.</p>	<p>&lt;Enter text&gt;</p>
--	---------------------------	---	--	---	---------------------------

<p>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.</p>	<p>&lt;Enter text&gt;</p>
---	---------------------------

<b>Problem Statement 7:</b>	<b>Annual Goal:</b>
<Enter text>	<Enter text>

<b>Root Cause 7:</b>	<b>Strategy:</b>
<Enter text>	<Enter text>

<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <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
----------------------	--

<p><b>Critical Success Factors (CSFs)</b></p> <p><b>ESEA Turnaround Principles (TPs)</b></p> <p><b>Major Systems</b></p>	<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	<p><b>How will addressing this root cause impact the index/indicator/CSF?</b></p>	<p>&lt;Enter text&gt;</p>
--	--	---	---------------------------

#### 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)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

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

### End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

### End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <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) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <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	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>				

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

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <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				
<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<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		<b>How will addressing this root cause impact the index/indicator/CSF?</b>	<Enter text>	

#### 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)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

#### End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

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

### End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <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"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

<b>Problem Statement 9:</b>		<b>Annual Goal:</b>	<Enter text>
-----------------------------	--	---------------------	--------------

<b>Root Cause 9:</b>		<b>Strategy:</b>	<Enter text>
----------------------	--	------------------	--------------

<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <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
----------------------	--

<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<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	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	<Enter text>
---	--	--	--------------

### Interventions by Quarter

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

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

<b>Q1 Goal:</b>		<b>Q2 Goal:</b>		<b>Q3 Goal:</b>		<b>Q4 Goal:</b>	
<b>Q1 Interventions</b>		<b>Q2 Interventions</b>		<b>Q3 Interventions</b>		<b>Q4 Interventions</b>	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
<b>What data will be collected to monitor interventions in Q1?</b>		<b>What data will be collected to monitor interventions in Q2?</b>		<b>What data will be collected to monitor interventions in Q3?</b>		<b>What data was collected to monitor interventions in Q4?</b>	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

### End of Quarter Reporting

<b>Q1 Report</b> <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		<b>Q2 Report</b>		<b>Q3 Report</b>		<b>Q4 Report</b>	
<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select	<b>Did you meet this quarter's goal?</b>	Select
<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	<Enter text>	<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	<Enter text>	<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	<Enter text>	<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	<Enter text>
<b>Are you on track to meet the annual goal?</b>	Select	<b>Are you on track to meet the annual goal?</b>	Select	<b>Are you on track to meet the annual goal?</b>	Select	<b>Did you meet your annual goal?</b>	Select
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	<Enter any additional information here>	<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	<Enter any additional information here>	<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	<Enter any additional information here>	<Enter any additional information here>	

### End of Year Reporting

		<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals		
	<b>If you <u>did</u> meet your annual goal, to</b>		<b>Please provide</b>	



<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

<b>Provide the data that supports your 4th quarter status of this annual goal.</b>	<input type="text" value="&lt;Enter text&gt;"/>	<b>what do you attribute your success?</b> <b>If you did not meet your annual goal, to what do you attribute your lack of success?</b>	<input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <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	<b>Provide additional information for the selection of Other or for any selected elements.</b>	<input type="text" value="&lt;Enter text&gt;"/>
--	---	---	--	--	---

<b>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.</b>	<input type="text" value="&lt;Enter text&gt;"/>
---	---

<b>Problem Statement 10:</b>	<input type="text" value="&lt;Enter text&gt;"/>	<b>Annual Goal:</b>	<input type="text" value="&lt;Enter text&gt;"/>
------------------------------	---	---------------------	---

<b>Root Cause 10:</b>	<input type="text" value="&lt;Enter text&gt;"/>	<b>Strategy:</b>	<input type="text" value="&lt;Enter text&gt;"/>
-----------------------	---	------------------	---

<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <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
----------------------	--

<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<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	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	<input type="text" value="&lt;Enter text&gt;"/>
---	--	--	---

#### Interventions by Quarter

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

<b>Q1 Goal:</b>	<b>Q2 Goal:</b>	<b>Q3 Goal:</b>	<b>Q4 Goal:</b>
-----------------	-----------------	-----------------	-----------------

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

<b>What data will be collected to monitor interventions in Q1?</b>	<b>What data will be collected to monitor interventions in Q2?</b>	<b>What data will be collected to monitor interventions in Q3?</b>	<b>What data was collected to monitor interventions in Q4?</b>
1)	1)	1)	1)

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	240903	United ISD	000000053	Antonio Gonzalez Middle School

### Needs Assessment Summary and Improvement Plan

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

### End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

### End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <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"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

### FIR Sustainability Questions

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

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