

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 20	District Number: 015909	District Name: Somerset ISD	Campus Number: 001590941	Campus Name: Somerset Junior HS
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### Needs Assessment Summary and Improvement Plan

<b>Definition Purpose:</b>	<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 assessment process to identify root causes. The 5 steps of the root causes assessment include:</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 is understood.</p>
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<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>	depict limited gains and stagnation over three years of STAAR testing (2014- 26% - 2015-28% - 2016- 26% - 75% of students did not master tested TEKS.	is occurring because of Root Cause #1	<b>Root Cause 1:</b>	New targeted initiatives (i.e. Write for Texas) need continued attention and depth in classroom practice and implementation; limited focus on composition components; lack of writing and reading strategies in all content areas
	<b>PS 2:</b>	Limited targeted classroom instructional support provided for special population students (SPED, 504, and ELLs); SPED students scored lower than ECO DIS and ELLs in every grade/content at 19% special education and 30% ELLs in all subjects.	is occurring because of Root Cause #2	<b>Root Cause 2:</b>	Limited to no well-defined or consistent RTI or targeted intervention structures or support for ELL, SPED and any student needing additional acceleration or support; inconsistent itinerant support services provided; inconsistent classroom placement of SPED students
	<b>PS 3:</b>	8th grade math scores declined significantly from 2014-2015; almost all 7th graders took the 8th test and only 30% met passing standard.	is occurring because of Root Cause #3	<b>Root Cause 3:</b>	Misinformation and/or misinterpretation of 8th grade mathematics retesting process
	<b>PS 4:</b>	Lessons and lesson planning had limited TEKS and Student Expectations alignment focus and "unwrapping practices."	is occurring because of Root Cause #4	<b>Root Cause 4:</b>	Regular, "in-depth" collaborative planning time was not conducted
	<b>PS 5:</b>	Classroom management issues due to a lack of leadership resulting in an inconsistent campus wide system.	is occurring because of Root Cause #5	<b>Root Cause 5:</b>	Lack of in-depth professional development; no school wide plan or consistently implemented system; inconsistencies with teachers' practices and professional accountability; lack of leadership in implementation and follow through
	<b>PS 6:</b>	0	is occurring because of Root Cause #6	<b>Root Cause 6:</b>	
	<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.

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### Needs Assessment Summary and Improvement Plan

<b>Problem Statement 1:</b>	and stagnation over three years of STAAR testing (2014- 26% - 2015-28% - 2016- 26% - 75% of students did not master tested TEKS.	<b>Annual Goal:</b>	Performance standards on the STAAR 7th grade Writing assessment will increase from 50% to 70%
<b>Root Cause 1:</b>	New targeted initiatives (i.e. Write for Texas) need continued attention and depth in classroom practice and implementation; limited focus on composition components; lack of writing and reading strategies in all content areas	<b>Strategy:</b>	Deepen work with consultants in consistent application of practices; focus planning on new TEKS & SE alignment
<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 checked="" 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 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	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	Teachers will consistently and regularly plan TEKS and SE aligned lessons incorporating strategies and structures acquired from professional development and in-classroom support (CSF-1). Frequent data sources will be used to assess writing progress and posted for progress monitoring purposes in data room (CSF-2). Collaboratively, teachers will determine effectiveness of both lesson design and delivery based on student work, data from common assessments and benchmarks. Intervention plans for students will be development based on student TEKS & SE data. Additionally, extended time will be provided for students who need more time/small group intervention (CSF-2, 4&7). All non ELAR teachers will implement reading and writing (read/write/talk) instructional strategies (CSF-1 &7). The strategies will be shared with parents and families using a variety of communication methods. (CSF-5). Teachers will work collaboratively to problem solve and plan based on assessments and/or related student activities (CSF-6&7)

#### 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, teachers will collaboratively plan and implement writing strategies garnered from Write for Texas and Higher Education Innovation Partnership	<b>Q2 Goal:</b>	By the end of January, 100% of students compositions will depict growth on targeted "weak" areas determined in fall, 2016	<b>Q3 Goal:</b>	By the end of March, 60% of students meet passing standards determined on district benchmark assessments	<b>Q4 Goal:</b>	70% of students will meet performance standards on STAAR Writing Assessment
<b>Q1 Interventions</b>		<b>Q2 Interventions</b>		<b>Q3 Interventions</b>		<b>Q4 Interventions</b>	
1)	Develop anchor charts on composition components and display in all ELAR classroom	1)	Focus on a deepening of applications of strategies acquired from Write for Texas, etc.	1)	Provide opportunities for students to exhibit or share compositions	1)	Identify specific instructional needs and continue to provide both intervention and extension as determined by student data
2)	Provide and deepen professional development to all ELAR teachers in order to deepen TIER 1 instruction.	2)	Conduct peer observations to enhance applications	2)	Develop during the day interventions and extensions that target specific skills, TEKS AND individualized based on student needs.	2)	Provide flexible scheduling opportunities that allow for students to have more time/smaller group support
3)	Teachers will develop TEKS aligned lessons that also employ strategies from prof. dev.	3)	Teachers will participate in student work protocol to discuss student work samples	3)	Teachers will continue to analyze and discuss student work samples	3)	
4)	All non ELAR teachers will acquire 2-3 writing strategies to employ in any content lesson	4)	All teachers will acquire 2-3 writing strategies to employ in any content lesson	4)	All teachers will acquire 2-3 writing strategies to employ in any content lesson	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)	Baseline composition assessments w/1 composition assessment at 6 week mark	1)	compositions and student writing samples at 3 and 6 week mark	1)	benchmark and/or common assessment item analysis data	1)	benchmark and common assessments data
2)	Item analysis TEKS & SE data from TCMP unit assessments	2)	benchmark and common assessment data w/item analysis	2)	compositions at 3 and 6 week mark	2)	compositions
3)	lesson plans	3)	walk through observation data	3)	walk through observation data	3)	walk through observation data
4)	walk through observation data	4)	lesson plans reflecting reading/writing/talking strategies	4)	lesson plans reflecting reading/writing/talking strategies	4)	data from intervention related assessment

#### 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
<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>	<b>&lt;Enter any additional information here&gt;</b>	

#### End of Year Reporting

<b>Provide the data that supports your 4th quarter status of this annual goal.</b>	<Enter text>	<b>If you did meet your annual goal, to 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"/> 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	<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 2017-2018 school year.</b>	<Enter text>				

<b>Problem Statement 2:</b>	Limited "targeted" classroom instructional support provided for special population students (SPED, 504, and ELLs); SPED students scored lower than ECO DIS and ELLs in every grade/content at 19% special education and 30% ELLs in all subjects.	<b>Annual Goal:</b>	To increase the general education teacher's capacity to understand and implement student IEPs resulting in special education students meeting standards in all subjects at 50%.
<b>Root Cause 2:</b>	Limited to no well-defined or consistent RTI or targeted intervention structures or support for ELL, SPED and any student needing additional acceleration or support; inconsistent itinerant support services provided; inconsistent classroom placement of SPED students	<b>Strategy:</b>	Each teacher will follow a process to understand and implement individual student IEPs to apply modifications and accommodations consistently, including on grade level TEKS.
<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction		

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	Region 20	015909	Somerset ISD	001590941	Somerset Junior HS

### Needs Assessment Summary and Improvement Plan

<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<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	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	Special education and 504 students will be mainstreamed into general education classes with itinerant support. TEKS & SE focused instruction will be provided and IEPs will be used to determine additional support for students. (CSF-1&7) Additional time will be provided for TEKS & SE targeted intervention (CSF-1&4). Parents/guardians will be provided ongoing communication regarding student progress.(CSF-5) Consistent RTI structures including small groups instruction will be provided in a consistent, daily bases. TEKS & SEs intervention plans will be based on identified weaknesses. (CSF- 1, 2, & 7) Teams of teachers will discuss student progress and determine plans for improvement. (CSF- 6&7)
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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)		Q3 (Feb, Mar)		Q4 (April, May, June)	
<b>Q1 Goal:</b>	By the end of October, a well developed and articulated RTI plan and master schedule ensuring SPED & 504 students are in general education classes with itinerant support AND receiving DAILY targeted TEKS & SE intervention.	<b>Q2 Goal:</b>	By the end of January, 80% of SPED and 504 students will master at least 50% of benchmark and/or common assessments.	<b>Q3 Goal:</b>	By the end of March, 80% of SPED and 504 students will meet passing standards of 60% determined on district benchmark and/or common assessments	<b>Q4 Goal:</b>	At the end of June, 100% of PSED and 504 students will have increased their STAAR performance levels by 10%; Index 2 will depict 100% of SPED & 504 student growth in reading, math, science and social studies

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Master schedule depicting RTI for reading/writing, math AND intervention periods	1)	Develop or use existing TEKS & SE benchmark depicting TEKS & SEs needing to be mastered by the end of January. Have an item analysis depicting TEKS & SEs to be spiraled in and also focused on in intervention groups	1)	Depending on BM/CA item analysis data, increase amount of time identified students need and/or decrease intervention group size	1)	Deepen and increase interventions time and type of support as determined by student TEKS & SE data
2)	Teachers will develop individualized intervention plans based on identified TEKS & SE weaknesses	2)	Walkthrough observation data is communicated and coached for refined practices	2)	Walkthrough observation data is communicated and coached for refined practices	2)	Walk through observation data communicated
3)	Intervention lessons will be provided daily to identified students to reflect baseline data walls	3)	Update data wall with students' TEKS and SE mastery	3)	Update data wall with students' TEKS and SE mastery	3)	Update data wall with students' TEKS and SE mastery
4)	Mini-assessments, including identified performance assessments, will be given on a regular basis to determine TEKS & SE mastery and progress	4)	Lesson plans reflecting reading/writing/talking strategies and TEKS & SE focused activities/assessments	4)	Lesson plans reflecting reading/writing/talking strategies and TEKS & SE focused activities/assessments	4)	Lesson plans reflecting reading/writing/talking strategies and TEKS & SE focused activities/assessments

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)	Benchmark and/or Common assessment data disaggregated by TEKS & SE and student	1)	Benchmark and/or Common assessment data disaggregated by TEKS & SE and student	1)	Benchmark and/or Common assessment data disaggregated by TEKS & SE and student	1)	Benchmark and/or Common assessment data disaggregated by TEKS & SE and student
2)	Classroom walkthroughs (TEKS & SE instructional focus, attention to students' IEPs, small group instruction, etc.)	2)	Classroom walkthroughs (TEKS & SE instructional focus, attention to students' IEPs, small group instruction, etc.)	2)	Classroom walkthroughs (TEKS & SE instructional focus, attention to students' IEPs, small group instruction, etc.)	2)	Classroom walkthroughs (TEKS & SE instructional focus, attention to students' IEPs, small group instruction, etc.)
3)	Teachers' lesson plans	3)	Teachers' lesson plans	3)	Teachers' lesson plans	3)	Teachers' lesson plans
4)	Teachers' assessments i.e.RTI intervention progress monitoring assessments, grades, student work samples, etc.	4)	Teachers' assessments i.e.RTI intervention progress monitoring assessments, grades, student work samples, etc.	4)	Teachers' assessments i.e.RTI intervention progress monitoring assessments, grades, student work samples, etc.	4)	Teachers' assessments i.e.RTI intervention progress monitoring assessments, grades, student work samples, etc.

#### 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
<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>	<b>What, if any, adjustments must be made in order to meet the annual goal?</b> <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 did 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	<b>(Specific) Interventions</b>	<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>	8th grade math scores declined significantly from 2014-2015; almost all 7th graders took the 8th test and only 30% met passing standard.	<b>Annual Goal:</b>	100% of 7th and 8th graders will show growth (INDEX 2); 70% of students will master the 7th and 8th grade STAAR assessment
<b>Root Cause 3:</b>	Misinformation and/or misinterpretation of 8th grade mathematics retesting process	<b>Strategy:</b>	Design and deliver math TEKS & SE lessons and assessments and develop intervention plans specifically targeting individual students' math weaknesses. All 7th graders will take the 7th grade math STAAR assessment, most 8th graders will take the STAAR Algebra assessment with a few taking the 8th grade math STAAR assessment.
<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" 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 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	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	Teachers will teach the TEKS & SEs based on the Year At A Glance (scope and sequence) for 7th grade math with 7th graders, and 8th grade math/Algebra I for 8th graders. Students who experience difficulties will be provided additional intervention support based on specific TEKS & SEs. (CSF 1, 2 & 4) Teachers and students will host a problem solving evening to share at-home activities. (CSF-5) Teachers will meet regularly with master teachers to develop quality TEKS & SE focused lessons, assessments and to analyze unit assessments and benchmark data. (CSF-2, 6 & 7)
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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)		Q3 (Feb, Mar)		Q4 (April, May, June)	
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	Region 20	015909	Somerset ISD	001590941	Somerset Junior HS

### Needs Assessment Summary and Improvement Plan

<b>Q1 Goal:</b>	By the end of October, all teachers will be teaching grade level TEKS & SE driven lessons. Unit assessments will depict 70% of students mastering 60% of assessment.	<b>Q2 Goal:</b>	By the end of January, 75% of students will have mastered 75% of benchmark and/or unit assessments	<b>Q3 Goal:</b>	By the end of March, 80% of students will have mastered 80% of benchmark and/or unit assessments	<b>Q4 Goal:</b>	By the end of June, preliminary STAAR results will depict 80% of 7th and 8th graders meeting and/or exceeding Level II & III
<b>Q1 Interventions</b>		<b>Q2 Interventions</b>		<b>Q3 Interventions</b>		<b>Q4 Interventions</b>	
1)	Teachers will meet regularly to develop TEKS & SE aligned lessons with engaging strategies	1)	Teachers will meet regularly to determine student progress and determine support needed. (RTI meetings, use of data wall progress monitoring, etc.)	1)	Increased time and attention to identified students and weak TEKS & SEs; intensive intervention plans and schedules need to be developed	1)	Intensive intervention in April for identified students AND identified TEKS & SEs
2)	Teachers will be trained on problem-centered, inquiry based math curriculum and provided support from external consultants.	2)	Teachers will be trained on problem-centered, inquiry based math curriculum and provided support from external consultants.	2)	Teachers will be trained on problem-centered, inquiry based math curriculum and provided support from external consultants.	2)	Teachers will be trained on problem-centered, inquiry based math curriculum and provided support from external consultants
3)	Teachers will use data from classroom lessons, unit assessments to provided intervention and/or enrichment	3)	Teachers will use data from classroom lessons, unit assessments to provided intervention and/or enrichment.	3)	Teachers will use data from classroom lessons, unit assessments to provided intervention and/or enrichment	3)	Targeted intervention will be utilized for students in need of accelerated instruction.
4)	Lesson plans depict TEKS & SE driven lessons and aligned activities	4)	Lesson plans depict TEKS & SE driven lessons and aligned activities	4)	Lesson plans depict TEKS & SE driven lessons and aligned activities	4)	Curricular scope and sequence will be evaluated for revisions.
<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)	STAAR unit assessment and benchmark data (item analysis by student and TEKS & SEs)	1)	Unit assessment and benchmark data (item analysis by student and TEKS & SEs)	1)	Unit assessment and benchmark data (item analysis by student and TEKS & SEs)	1)	Unit assessment and benchmark data (item analysis by student and TEKS & SEs)
2)	grades	2)	grades	2)	grades	2)	grades
3)	Walkthrough observation data	3)	walkthrough observation data	3)	walkthrough observation data	3)	walkthrough observation data
4)	intervention assessment data as baseline comparison	4)	intervention assessment data for progress monitoring	4)	intervention assessment data for progress monitoring	4)	intervention assessment data for progress monitoring

### End of Quarter Reporting

<b>Q1 Report</b> Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		<b>Q2 Report</b>		<b>Q3 Report</b>		<b>Q4 Report</b>	
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 <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>	Lessons and lesson planning had limited TEKS and Student Expectations alignment focus and "unwrapping practices."	<b>Annual Goal:</b>	Index 2 will improve from 29 to 35 points to increase number of students who meet and exceed progress on the STAAR assessment.
<b>Root Cause 4:</b>	Regular, "in-depth" collaborative planning time was not conducted	<b>Strategy:</b>	Revisit TEKS & SE unwrapping/unpacking/deconstructing process to be used to design AND deliver TEKS & SE focused instruction.

<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input checked="" 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>	<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 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>ESEA Turnaround Principles (TPs)</b>	
<b>Major Systems</b>	
<b>How will addressing this root cause impact the index/indicator/CSF?</b>	Teachers will consistently unwrap TEKS & SEs to design engaging, rigorous lessons and related assessments, examine TEKS & SE student data to determine instructional support and progress monitor identified students in need of additional support. (CSF-1,2,3,7)

### 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>	
<b>Q1 Goal:</b>	100% of teachers will learn and/or revisit effective TEKS & SE "unwrapping/unpacking/deconstructing" processes	<b>Q2 Goal:</b>	90% of lesson plans and 90% of instruction will depict TEKS & SE aligned lessons	<b>Q3 Goal:</b>	100% of lesson plans and 100% of instruction will depict TEKS & SE aligned lessons	<b>Q4 Goal:</b>	70% of students will meet or exceed student progress in math and reading STAAR assessments.
<b>Q1 Interventions</b>		<b>Q2 Interventions</b>		<b>Q3 Interventions</b>		<b>Q4 Interventions</b>	
1)	In cluster groups teachers will unwrap TEKS & SEs collaboratively to plan lessons	1)	In cluster groups teachers will unwrap TEKS & SEs collaboratively to plan lessons	1)	In cluster groups teachers will unwrap TEKS & SEs collaboratively to plan lessons	1)	In cluster groups teachers will unwrap TEKS & SEs collaboratively to plan lessons
2)	In cluster groups teachers will unwrap TEKS & SEs collaboratively to plan assessments	2)	In cluster groups teachers will unwrap TEKS & SEs collaboratively to plan assessments	2)	In cluster groups teachers will unwrap TEKS & SEs collaboratively to plan assessments	2)	In cluster groups teachers will unwrap TEKS & SEs collaboratively to plan assessments
3)	Walkthrough observations and evaluations will be conducted	3)	Walkthrough observations and evaluations will be conducted	3)	Walkthrough observations and evaluations will be conducted	3)	Walkthrough observations and evaluations will be conducted

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 20	015909	Somerset ISD	001590941	Somerset Junior HS

### Needs Assessment Summary and Improvement Plan

4)	Teachers will unwrap Readiness, Supporting and Process TEKS & SEs from STAAR heatmap	4)	Teachers will unwrap Readiness, Supporting and Process TEKS & SEs from unit assessment data analysis	4)	Teachers will unwrap Readiness, Supporting and Process TEKS & SEs from heatmap	4)	Teachers will unwrap Readiness, Supporting and Process TEKS & SEs from heatmap
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)	STAAR, unit assessment (UA) and benchmark (BM) data (item analysis by student and TEKS & SE)	1)	Unit Assessments	1)	Unit Assessments	1)	Unit Assessments
2)	grades	2)	grades	2)	grades	2)	grades
3)	walkthrough observation data	3)	walkthrough observation data	3)	walkthrough observation data	3)	walkthrough observation data
4)	lesson plans	4)	lesson plans	4)	lesson plans	4)	lesson plans

### 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	
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 <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 5:</b>	Classroom management issues due to a lack of leadership resulting in an inconsistent campus wide system.	<b>Annual Goal:</b>	100% of walkthroughs will depict orderly and efficient classroom operations as outlined in the Learning Environment domain of the TAP Instructional Rubric
<b>Root Cause 5:</b>	Lack of in-depth professional development, no school wide plan or consistently implemented system; inconsistencies with teachers' practices and professional accountability; lack of leadership in implementation and follow through	<b>Strategy:</b>	Provide professional development and in-classroom support for identified teachers; provide administrative support in assuring consistent policies are carried out school wide. Provide additional opportunities for parents/families to learn, know and hear about what is occurring at Somerset JH.
<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		
<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 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		
		<b>How will addressing this root cause impact the index/indicator/CSF?</b>	An effective campus wide classroom management system will increase learning time and academic performance. The campus will focus on multiple methods for effective communication and increase opportunities for parents/families to know, learn and hear what is going on at campus. (CSF-5)

### 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>	Establish school wide policies and practices (positive behavior support), 100% of teachers and administrators will implement with fidelity	<b>Q2 Goal:</b>	Continue to deepen and support school wide practices and policies(positive behavior support) with discipline referral decreased by 25%	<b>Q3 Goal:</b>	Continue to deepen and support school wide practices and policies (positive behavior support) with discipline referral decreased by 50%	<b>Q4 Goal:</b>	Full implementation of positive behavior support will have resulted in 75% reduction in referrals
<b>Q1 Interventions</b>		<b>Q2 Interventions</b>		<b>Q3 Interventions</b>		<b>Q4 Interventions</b>	
1)	Acquire school wide professional develop in positive behavior support practices	1)	Assess positive behavior support practices by analyzing data (student attendance, referrals, teachers comments, parent comments)	1)	Assess positive behavior support practices by analyzing data (student attendance, referrals, teachers comments, parent comments)	1)	Survey
2)	Develop and implement school wide practices support new and classroom management "challenged" teachers with classroom management tools and resources and track effectiveness using	2)	walkthrough observation data depicting classroom and school wide implementation	2)	walkthrough observation data depicting classroom and school wide implementation	2)	Assess positive behavior support practices by analyzing data (student attendance, referrals, teachers comments, parent comments)
3)	By the end of October parents/families will learn about Somerset JH's IR status, accountability system and targeted improvement plan in multiple ways, (e.g. newsletters, open houses, board meeting)	3)	Distribution or posting of newsletters and other forms of technology supported or written communication	3)	provide continued support for struggling teachers	3)	walkthrough observation data depicting classroom and school wide implementation
4)		4)	provide continued support for struggling teachers	4)		4)	determine next layer of school wide classroom management support for 2017-2018
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)	discipline referrals	1)	discipline referrals	1)	discipline referrals	1)	PEIMS 425 report
2)	attendance rates (students and teachers) <small>parent conferences logs, number of parents/families in attendance, and number of communications such as newsletters and other forms of written communication</small>	2)	attendance rates (students and teachers)	2)	attendance rates (students and teachers)	2)	Survey results
3)		3)	walkthroughs	3)	walkthroughs	3)	teacher evaluation data
4)	walkthroughs	4)	Parent conferences logs, number of parents/families in attendance, and number of communications such as newsletters and other forms of written communication	4)	Parent conferences logs, number of parents/families in attendance, and number of communications such as newsletters and other forms of written communication	4)	

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number Region 20	District Number 015909	District Name Somerset ISD	Campus Number 001590941	Campus Name Somerset Junior HS
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### Needs Assessment Summary and Improvement Plan

#### 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	
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>	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>	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>					

Problem Statement 6:0	Annual Goal:
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Root Cause 6:0	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"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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<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	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>
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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)		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 will be 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	
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>

Responses to these questions have been from the Contact-Intervention Information Tab	Education Services Center (ESC) Number Region 20	District Number 015909	District Name Somerset ISD	Campus Number 001590941	Campus Name Somerset Junior HS
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### Needs Assessment Summary and Improvement Plan

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 <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>					

Problem Statement 7:		Annual Goal:	<Enter text>
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Root Cause 7:		Strategy:	<Enter text>
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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"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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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 root cause impact the index/indicator/CSF?	<Enter text>
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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)		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	
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 <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"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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Responses to these questions have been from the Contact-Intervention Information Tab	Education Services Center (ESC) Number Region 20	District Number 015909	District Name Somerset ISD	Campus Number 001590941	Campus Name Somerset Junior HS
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### Needs Assessment Summary and Improvement Plan

	success? <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.	<Enter text>
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<b>Problem Statement 8:</b>	<b>Annual Goal:</b> <Enter text>
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<b>Root Cause 8:</b>	<b>Strategy:</b> <Enter text>
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<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	How will addressing this root cause impact the index/indicator/CSF? <Enter text>
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#### 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>
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<b>Q1 Goal:</b>	<b>Q2 Goal:</b>	<b>Q3 Goal:</b>	<b>Q4 Goal:</b>
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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

<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>
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 <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>
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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.	<Enter text>
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<b>Problem Statement 9:</b>	<b>Annual Goal:</b> <Enter text>
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<b>Root Cause 9:</b>	<b>Strategy:</b> <Enter text>
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Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number Region 20	District Number 015909	District Name Somerset ISD	Campus Number 001590941	Campus Name Somerset Junior HS
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### Needs Assessment Summary and Improvement Plan

<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness				
<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: Redesign School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		How will addressing this root cause impact the index/indicator/CSF?	<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	
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"/> (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 10:		Annual Goal:	<Enter text>
Root Cause 10:		Strategy:	<Enter text>

<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness				
<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: Redesign School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		How will addressing this root cause impact the index/indicator/CSF?	<Enter text>	

#### Interventions by Quarter

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 20	015909	Somerset ISD	001590941	Somerset Junior HS

### Needs Assessment Summary and Improvement Plan

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	
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 <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>					

### 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>