

District Name:	Santo ISD				
Campus Name:	Santo High 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.				
Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	The Index 4 longitudinal RHSP/DAP graduation plan component, while climbing, is low at 67.6%. Within this, the 3-year average of CTE RHSP/DAP diploma rate must meet or exceed 70% to satisfy the PBMAS Performance Level cut point.	is occurring because of Root Cause #1	Root Cause 1:	The Master Schedule did not grant juniors and seniors full access to advanced academics and CTE courses in the afternoon.
	PS 2:	Overall SPED representation numbers, including speech-only SPED, must be reduced from 9.0 to 8.5 to meet state cut points.	is occurring because of Root Cause #2	Root Cause 2:	Formal processes for Response to Intervention on the secondary campus were not in place
	PS 3:	Hispanic SPED representation is 8.5 points above the PBMAS Performance Level cut point of 1.0.	is occurring because of Root Cause #3	Root Cause 3:	Lack of RTI implementation to address needs of struggling learners prior to SPED referral
	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	<Enter text>
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	<Enter text>
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<Enter text>
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

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Problem Statement 1:	The Index 4 longitudinal RHSP/DAP graduation plan component, while climbing, is low at 67.6%. Within this, the 3-year average of CTE RHSP/DAP diploma rate must meet or exceed 70% to satisfy the PBMAS Performance Level cut point.			Annual Goal: ?	Increase our average CTE RHSP/DAP diploma rate by approximately 15% (from 41.6% to 56%) by increasing our 2014-2015 rate to a 75% average, which will also increase our overall RHSP/DAP rate.
Root Cause 1:	The Master Schedule did not grant juniors and seniors full access to advanced academics and CTE courses in the afternoon.			Strategy: ?	Current juniors will be required to complete a full, 8-period day, with senior schedules being expanded for 2016-2017, as the master schedule is readjusted for CTE and advanced academic courses.
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 checked="" type="checkbox"/> Index 4: Postsecondary Readiness				
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers			How will addressing this root cause impact the index/indicator/CSF?	? Increasing the number of courses that juniors must complete, while scheduling advanced CTE and academic courses earlier in the day should provide more opportunity for students to attain an Endorsement and Coherent Sequence

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Q1 (Aug, Sept, Oct) ? Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)			Q3 (Feb, Mar)			Q4 (April, May, June)		
Q1 Goal: ?		Q2 Goal: ?		Create an outline of the 2016-2017 Master Schedule by January 22	Q3 Goal: ?	Refine the 2016-2017 Master Schedule to 60% completion by March 25 while seeking additional classroom teachers, as needed		Q4 Goal: ?	Present the 2016-2017 Master Schedule to administration and the Board at the June meeting	
Q1 Interventions		Q2 Interventions			Q3 Interventions			Q4 Interventions		
1)		1)	Work with Special Programs Specialists at ESC 11 to better understand the FHSP and CTE coherent sequence process		1)	Continue to work with staff at ESC 11 to better understand the FHSP and CTE coherent sequence process		1)	Meet with Special Programs Specialists at ESC 11 to review CTE sequence and Master Schedule	
2)		2)	Establish a Master Schedule committee (admin, counselor, Core & CTE teachers) and meet twice during Q2		2)	Meet with the Master Schedule committee once this quarter for an extended meeting to attain 60% completion		2)	Final meeting in early June to make final changes to Master Schedule	
3)		3)			3)			3)	Adjust Master Schedule, if needed, based on Board feedback	
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)	Meeting notes, handouts, CTE sequence and course list		1)	Meeting notes, handouts, CTE sequence and course list		1)	Meeting notes, handouts, final CTE sequence and course list	
2)		2)	Sign-in sheet, working 2016-17 Master Schedule, meeting notes		2)	Sign-in sheet, working 2016-17 Master Schedule, meeting notes		2)	Sign-in sheet, completed 2016-17 Master Schedule, meeting notes	
3)		3)			3)			3)	Board minutes from June 2016 meeting	
4)		4)			4)			4)		

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Problem Statement 2:	Overall SPED representation numbers, including speech-only SPED, must be reduced from 9.0 to 8.5 to meet state cut points.		Annual Goal:	?	Implement RtI with fidelity and exhaust all other appropriate measures before SPED referral which will likely decrease the number of new referrals, reducing our overall SPED representation rate from 9.0 to 8.5
Root Cause 2:	Formal processes for Response to Intervention on the secondary campus were not in place		Strategy:	?	Train, implement, and monitor formal RTI processes. ARD committees will reevaluate students (as appropriate) upon exit from elementary and HS teachers will monitor student progress/growth.
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Q1 Goal: ?			Q2 Goal: ?		Secondary SPED students—with a focus on grades 6-8—will be tiered using curriculum-based measurements and interventions applied depending on Tier 2 or 3 classification	Q3 Goal: ?		Reevaluate SPED student growth to determine if SPED representation can be reduced by 2 students	Q4 Goal: ?		Reduce the number of sped referrals by 5%
Q1 Interventions		Q2 Interventions			Q3 Interventions			Q4 Interventions			
1)			1)		Teachers will monitor student progress using web-based RTI software (Aimsweb & iStation.)	1)		Conduct meetings involving administration, SPED staff, and classroom teachers for each SPED student to evaluate current IEP	1)		Conduct meetings involving administration, SPED staff, and classroom teachers for each SPED student to evaluate current IEP for students in grades 5-11
2)			2)		Tier 2 students will receive 30-60 minutes of small group/individual interventions each week and Tier 3 students will receive 60-90 minutes of small group/individual interventions each week	2)		Continue all Q2 interventions	2)		Continue all Q2 interventions until the semester ends
3)			3)		At least 1 classroom teacher per core subject area is scheduled daily to work with students in the Learning Lab	3)		ARD committees will convene as appropriate and review IEPs and student progress toward IEP goals.	3)		Evaluate program effectiveness to determine needs and/or refine RTI processes for the coming year.
4)			4)		Continue the Success Period for all junior high students and for secondary students a grade average of 75 or below for each 3-week period	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)		Aimsweb & iStation reports	1)		Meeting sign-in sheets, meeting notes, updated IEPs where necessary, TSDS Student Dashboard Reports	1)		Meeting sign-in sheets, meeting notes, updated IEPs where necessary, TSDS Student Dashboard Reports
2)			2)		Intervention logs, monitor lists, and attendance sheets	2)		Aimsweb & iStation reports, intervention logs, attendance sheets, Master Schedule, Success Period change lists	2)		Aimsweb & iStation reports, intervention logs, attendance sheets, Master Schedule, Success Period change lists
3)			3)		Master schedule	3)		ARD committee documentation	3)		ARD committee documentation
4)			4)		Success Period change list from each 3-week period	4)			4)		

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Problem Statement 3:	Hispanic SPED representation is 8.5 points above the PBMAS Performance Level cut point of 1.0.			Annual Goal:	All staff will implement the Response to Intervention process with fidelity to ensure early intervention for struggling learners and reduce the number of SPED referrals.
Root Cause 3:	Lack of RTI implementation to address needs of struggling learners prior to SPED referral			Strategy:	Refine, strengthen, and implement the RTI process to provide early and ongoing support to students before making any new SPED referrals.
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Q1 Goal: ?		Q2 Goal: ?	85% of instructional staff will implement Response to Intervention process effectively.		Q3 Goal: ?	Rtl committees will review student achievement and progress each 3 weeks and assign students to Tier 2 and Tier 3 as appropriate.		Q4 Goal: ?	Decrease by 5% in number of sped referrals.		
Q1 Interventions		Q2 Interventions			Q3 Interventions			Q4 Interventions			
1) 2) 3) 4)		1) 2) 3) 4)	Provide RTI training for instructional staff to ensure process is implemented with fidelity & communicate expectations for revitalized RTI implementation.		1) 2) 3) 4)	Staff will continue to monitor student progress using grades, attendance, benchmark and Lead4ward data.		1) 2) 3) 4)	RTI committees will meet to assess student progress and determine next steps for students (summer, next school year.)		
			Form RTI committees on each campus to review and revise exisiting RTI processes as necessary. Develop documentation as appropriate for academic improvement plans and RTI committee meetings.			Provide accelerated instruction opportunities as well as targeted interventions and mandatory tutoring.			Evaluate program effectiveness to determine needs and/or refine Rtl processes for the coming year.		
			Hispanic SPED students will be entered into the TSDS-GPS StudentDashboard system for individual academic and attendance goal-setting			Notify parents of students moved to Tier 2 or Tier 3. Teachers will develop academic improvement plans with Hispanic SPED students.			Provide training for any new staff prior to the 16-17 school year.		
			RTI committee will identify research-based strategies and interventions to use with Tier 2 and Tier 3 student instruction/intervention.			Continue to monitor Hispanic SPED students in the TSDS-GPS StudentDashboard system for progress toward goals			Work with SPED staff to continue the pilot TSDS Dashboard individual goal setting to all SPED 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) 2) 3) 4)		1) 2) 3) 4)	Training documentation		1) 2) 3) 4)	Intervention logs, grade reports, attendance reports, benchmark results including HeatMaps and Quintiles		1) 2) 3) 4)	STAAR results, grades, and other progress monitoring data, including reports from AIMSweb and Istation, monitor groups for 2016-17		
			RTI processes and documentation; documentation from committee meetings			Student grades, attendance, and other progress monitoring data, including reports from AIMSweb and Istation, tutoring logs			Needs assessment and program evaluation documentation; revised RTI process documentation; documentation from committee meetings		
			TSDS-GPS StudentDashboard reports, including individual goals for Hispanic SPED students			Success Period change list from each 3-week period, academic improvement plans, copies of school-parent communication			Training documentation		
			Student grades, attendance, and other progress monitoring data, including reports from AIMSweb and Istation, Success Period change list from each 3-week period			TSDS-GPS StudentDashboard reports			TSDS-GPS StudentDashboard reports, academic and attendance goal sheets		

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FIR Sustainability Questions

If your campus is identified as formerly Improvement Required (FIR), please answer the following questions (before March 10, 2016) 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?	Lead4ward strategies, expectations for progress monitoring, creation of district-wide scope and sequence, data-driven instruction, time for district-wide vertical alignment, relevant professional development (PD), realigning staff to create Technology Integration Specialist position (TIS)
What plans are in place to sustain these strategies, processes, and/or systems?	TIS will continue to provide relevant PD to address needs identified by teachers or based on gaps in student learning, PD during conference periods, teacher leaders for continued implementation of formative assessments, continue and expand Success Period,tie Scope & Sequence to teacher evaluations, implement TSDS-GPS StudentDashboard to enhance progress monitoring and interventions