LEA Name:	San Antonio ISD				
Campus Name:	Connell Middle School				
		Needs Assessme	ent Summary and	Improveme	nt Plan
Definition/Purpose:	Step 1: Clarify and priori Step 2: Establish the pui Step 3: Gather data Step 4: Data analysis Step 5: Root cause anal	titize problem statements pose of assessing root causes and establish the team  lysis process is intended to safeguard against planning or implementing strategi			
	PS 1:	all tests administered is at 47%	is occurring because of Root Cause #1	Root Cause 1:	Due to teacher turnover and new/inexperienced teachers there is lack of knowledge in content, inability to effectively plan lessons and classroom management
	PS 2:	2 - 5% scoring advanced /exceeds in all contents	is occurring because of Root Cause #2	Root Cause 2:	Teachers expectations is focused on remediation versus accleration of abled students.
Problem Statements (PS):	PS 3:	during the first 9 weeks 94 referrals of those 48 assigned Out of school suspension and 64 assigned in school suspension	is occurring because of Root Cause #3	Root Cause 3:	School wide systems still in progress and inexperieced teachers have poor classroom mangagement skills.
Problem statements	PS 4:	The reading score between all students and African American students is a 16% gap	is occurring because of Root Cause #4	Root Cause 4:	Teachers' knowledge of student sub groups. African American students is a small population and therefore may be overlooked due to teachers focusing on the whole group versus specific student needs
are carried over from Section V of the Campus Data Analysis tab	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	
OR Section VI of the District Data Analysis	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	
Summary tab.	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	
	your Root Causes so th	have the greatest impact on the reason(s) for low performance in an index,	system safeguard, or PB	M indicator and e	targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. To ensure a targeted issure those are your prioritized Root Causes.  Causes contact the support specialist assigned to the review.

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

Attestation Statement:

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

LEA Name:	San Antonio ISD									
Campus Name:	Connell Middle School			Needs Assessment Cummers and	Impressemen	4 Dlan				
		Due to teacher turnover	r and new/inevnerienced tea	Needs Assessment Summary and chers there is lack of knowledge in content, inability to			sement			
Root C	ause 1:	Due to teacher turnover	and new/mexperienced tear	are a tree is lack of knowledge in content, inability to	circulvely plair less	ons and classicom mana	in and a second			
		☐ Not Applicable					?			
		☑ Index 1: Student A	chievement		Annual Goal:		Goal:	Passing rate on all test administered will b	e 605 for 2014-15	
Index N	lumber:	☑ Index 2: Student P	rogress				?			
		☑ Index 3: Closing Ad	chievement Gaps			Strate		to increase awareness of STAAR expecta lessons and utilize Flex time to support ind		rs in effectively planning and teaching TEKS aligned
		☑ Index 4: Postsecor	,							
		CSF 1-Improve Ac Instruction	ademic Performance/ESE	A TP: Strengthen the School's			?			
		CSF 2-Quality Date	a to Drive Instruction/ESEA	TP: Use of Data to Inform Instruction						
Critical Success	Factors (CSFs)/	CSF 3-Leadership	Effectiveness/ESEA TP: F	Provide Strong Leadership						
ESEA Turnaround	Principles (TPs)/	☑ CSF 4-Increased L	earning Time/ESEA TP: R	edesigned School Calendar		How will addressing impact the index/i		Teacher Quality will be influenced by incre Planning Parent/family involvement will be	asing support for new enhanced with STAA	teachers and plannig instructional stragtegies. R goal setting and parent nights.
Major S	ystems	CSF 5-Family/Con Engagement	nmunity Engagement/ESE	A TP: Ongoing Family and Community						
		CSF 6-School Clim	nate/ESEA TP: Improve So	chool Environment						
		☑ CSF 7-Teacher Qu	uality/ESEA TP: Ensure Eff	ective Teachers						
					nterventions	by Quarter				
	Q1 (Aug, Sept, Oct)			Q2 (Nov, Dec, Jan)			Q3 (Feb, I			Q4 (May, June, July)
(*)				100% of teachers and about 100 parents will enga designed to increase understanding of the rigor of assessments	FSTAAR	J	instruction based up	re receiving indivialized, targeted oon their learning needs	O .	100% of first year teachers will engage in a self- reflective process using administrative feedback and student achievement data to develop a summer professional development plan.
Q1 Goal:			Q2 Goal:			Q3 Goal:			Q4 Goal:	
	Interventions:			Interventions:			Interve	ntions:		Interventions:
			1)	focus on teachers will be to establish weekly collal sessions to ensure alignment of lessons with TEK rigor		1)		and create a schedule that would rotate teachers based on their learnig gaps.	1)	Develop a protocol for individual teacher self- reflection that includes student data and administrative feedback.
If this is your first submission (October 31st) of the 2014-2015 targeted			2)	Lessons plans will be reviewed by campus leader feedback will be provided. District Curriculum stat support in the process.	ff will provide	2)	Teachers plan toge address student ne	ther to develop flex time lessons that eds.	2)	Teacher conference with adminsitration and review PD plans for the Summer.
improvement plan, the quarter 1 (Q1) goal section is not required to be completed.			3)	Planning a STAAR Parent informational night to p with opportunities to learn strategies to support stu	udents at home.	3)		le individual student profiles to set goals, edule tutoring session after		Administration will provide support for professional devlopment through on site sessions, videos, book studies
			4)	Utilize Teach for America as a resource to provide support in all contents	e lesson pllanning	4)				Adminstration will provide feedback using the walk through form, teacher progress report and set goals with teachers
What data will b	e collected to monitor	interventions?		lata will be collected to monitor interventions?		What da		to monitor interventions?	What data	was collected to monitor interventions?
1)				planning calendar, sign in sheets and administrativattendance	ve logs of	1)	lesson plans, rotation assessment data	on schedules, student formative	1)	Professional development plans
2)			2)	Lesson plans and feedback sheets. CBA data rep	ports	2)	teacher sign in she	ets, lesson plans, planning calendar	2)	Administration calendar
3)			3)	Sign in sheets and the invite to Parents		3)	tutoring sign in shee	ets, student profile sheets		Professional development dates, teacher participation rates, sign in sheets and feedback sheets
4)			4)	Sign in sheets and calendar		4)			4)	walk through data, progress report data

LEA Name:	San Antonio ISD								
Campus Name:	Connell Middle School								
				Needs Assessme	ent Summary and Improvemer	it Plan			
					End of Quarte	r Reporting			
Q1 Report  If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.					rt	Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	
					End of Year	Reporting			
Did you meet your annual goal?	Select		attribute your success? ttribute your lack of success	?	□ Data Analysis Process     □ Data Quality     □ Appropriate Strategy     □ Identification of Need/Root Cause Chose     □ Annual Goals	sen	□ Quarterly Planning Process     □ (Specific) Interventions     □ Ongoing Monitoring of Interventions     □ CSFs and/or ESEA Turnaround Principles Planning     □ Training	<li>If there are other fact here&gt;</li>	ors or additional explanation needed, please explain

LEA Name:	San Antonio ISD									
Campus Name:	Connell Middle School			No. 1. A		. Diam				
		Tanahara ayanatatina	a facular de semadiation un	Needs Assessment Summary and ersus accleration of abled students.	Improvemer	nt Pian				
Root Ca	ause 2:	reacriers expectations i	s locused on remediation ve	isus acceration of abled students.						
		☐ Not Applicable					?			
		☐ Index 1: Student A	chievement			Annual Goal: Increase the percentage of students s			ng advanced in each	content by 3%
Index N	umber:	☐ Index 2: Student Pr	rogress				?			
		☑ Index 3: Closing Ad	chievement Gaps			Strate		Identify targeted students and provide instr	ructional support to m	neet the learning needs of more able learners.
		☑ Index 4: Postsecon	,							
		CSF 1-Improve Ac Instruction	ademic Performance/ESE	A TP: Strengthen the School's			?			
		CSF 2-Quality Data	a to Drive Instruction/ESEA	A TP: Use of Data to Inform Instruction						
Critical Success	Factors (CSFs)/	CSF 3-Leadership	Effectiveness/ESEA TP: F	Provide Strong Leadership				By identifying students who notentially cou	ld score in advanced	level, we are improving overall student performance.
ESEA Turnaround	Principles (TPs)/	CSF 4-Increased L	earning Time/ESEA TP: R	Redesigned School Calendar		How will addressing impact the index/i			ovide support for stud	lents based on their performance. Use of goal setting
Major S	ystems	☑ CSF 5-Family/Com Engagement	nmunity Engagement/ESE	A TP: Ongoing Family and Community				and student contracts will engage parents	as partners to meet	пе ацуальец два.
		CSF 6-School Clim	nate/ESEA TP: Improve So	chool Environment						
		CSF 7-Teacher Qu	ality/ESEA TP: Ensure Ef	fective Teachers						
					nterventions	by Quarter				
	Q1 (Aug, Sept, Oct)			Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr) ( ) 100% of targeted student will participate in interdisciplinary				Q4 (May, June, July)
(7)			7	100% of able students identifed to score Advance have a teacher conference and set goals to reach	ed level III WIII high level results	Il will el results   100% of targeted student will participate in project based learning during flex time, emplevel thinking			7	Advanced scores in each content area will increase by 3%
							level thinking			
Q1 Goal:			Q2 Goal:			Q3 Goal:	level thinking		Q4 Goal:	
Q1 Goal:	Interventions:		Q2 Goal:	Interventions:		Q3 Goal:	Interver	ntions:	Q4 Goal:	Interventions:
Q1 Goal:	Interventions:		Q2 Goal:	identify targeted students using quintiles and teach recommendations	ner	Q3 Goal:	Interver setting up flex time	ttions: rotations for targeted students	Q4 Goal:	Continue monitoring use of flex time to create rigourous lessons
If this is your first submission (October 31st) of the 2014-2015	Interventions:		Q2 Goal:	identify targeted students using quintiles and teach	ner		Interver setting up flex time	nulti-disciplinary lessons around the	Q4 Goal:	Continue monitoring use of flex time to create
If this is your first submission (October 31st) of	Interventions:		1)	identify targeted students using quintiles and teach recommendations	ner	1)	Interver setting up flex time planning rigourous r problem based lear	nulti-disciplinary lessons around the	1)	Continue monitoring use of flex time to create rigourous lessons  develop a protocal and assess effectiveness of
If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.			2)	identify targeted students using quintiles and teach recommendations  Create and implement a conference/goal setting in the light of the identified students and the light of the identified students are light of the light of	ner	2)	Interver setting up flex time setting up flex time planning rigourous r problem based lear Student will engage tutors will support te	notations: rotations for targeted students  multi-disciplinary lessons around the ning model.  in problem based learning lessons. AVID argeted student groups	2)	Continue monitoring use of flex time to create rigourous lessons  develop a protocal and assess effectiveness of targeted flex time to support able student  Analyze STAAR performance and set new goals and strategies for advanced level
If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.	Interventions:	interventions?	2)	identify targeted students using quintiles and teach recommendations  Create and implement a conference/goal setting in the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement a parent night for the identified students and implement night for the identified students and implement night for the identified students are night for the identified students and implement night for the identified students are night for the identified students and implement night for the identified students are night for the identified students and implement night for the identified students are night for the identified students.	ner	2)	Interver setting up flex time setting up flex time planning rigourous r problem based lear Student will engage tutors will support te	nulti-disciplinary lessons around the ning model.  in problem based learning lessons. AVID argeted student groups	2)	Continue monitoring use of flex time to create rigourous lessons  develop a protocal and assess effectiveness of targeted flex time to support able student  Analyze STAAR performance and set new goals and strategies for advanced level
If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.		interventions?	2)	identify targeted students using quintiles and teach recommendations  Create and implement a conference/goal setting in the light of the identified students and the light of the identified students are light of the light of	ner	1) 2) 3) 4) What da	Interver setting up flex time setting up flex time planning rigourous r problem based lear Student will engage tutors will support te	Introns:  rotations for targeted students  multi-disciplinary lessons around the ning model.  in problem based learning lessons. AVID regeted student groups  to monitor interventions?  title reports, formative assessment data,	2)	Continue monitoring use of flex time to create rigourous lessons  develop a protocal and assess effectiveness of targeted flex time to support able student  Analyze STAAR performance and set new goals and strategies for advanced level
If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.		interventions?	2)	identify targeted students using quintiles and teach recommendations  Create and implement a conference/goal setting in the conference of	ner	1) 2) 3) 4) What da	Interver setting up flex time planning rigourous r problem based lear Student will engage tutors will support ta	Introns:  rotations for targeted students  multi-disciplinary lessons around the ning model.  in problem based learning lessons. AVID regeted student groups  to monitor interventions?  title reports, formative assessment data,	2) 3) 4) What data	Continue monitoring use of flex time to create rigourous lessons  develop a protocal and assess effectiveness of targeted flex time to support able student  Analyze STAAR performance and set new goals and strategies for advanced level  was collected to monitor interventions?  use walk through data and lesson plans for flex to continue monitoring  Feedback survey from students regarding PBL flex
If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.  What data will b		interventions?	1) 2) 3) 4) What of 1)	identify targeted students using quintiles and teach recommendations  Create and implement a conference/goal setting in the conference of	ner	1) 2) 3) 4) What da	Interver setting up flex time setting up flex time planning rigourous r problem based lear Student will engage tutors will support ta ta will be collected flex groupings, quir teacher created ass completed lesson p	titions: rotations for targeted students  multi-disciplinary lessons around the ning model.  in problem based learning lessons. AVID rigeted student groups  to monitor interventions?  title reports, formative assessment data, sessments	1) 2) 3) What data	Continue monitoring use of flex time to create rigourous lessons  develop a protocal and assess effectiveness of targeted flex time to support able student  Analyze STAAR performance and set new goals and strategies for advanced level  was collected to monitor interventions?  use walk through data and lesson plans for flex to continue monitoring  Feedback survey from students regarding PBL flex

LEA Name:	San Antonio ISD									
Campus Name:	Connell Middle School									
				Needs Assessme	ent Summary and Improvemer	nt Plan				
					End of Quarte	r Reporting				
If this is your first submitimprovement plan, the				Q2 Repo	t Q3 Report			Q4 Report		
Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	
Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		
What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		
					End of Year	Reporting				
Did you meet your annual goal?	Select	,	attribute your success? ttribute your lack of success	?	□ Data Analysis Process     □ Data Quality     □ Appropriate Strategy     □ Identification of Need/Root Cause Chose     □ Annual Goals		□ Quarterly Planning Process     □ (Specific) Interventions     □ Ongoing Monitoring of Interventions     □ CSFs and/or ESEA Turnaround Principles Planning     □ Training	<li>If there are other fact here&gt;</li>	ors or additional explanation needed, please explain	

LEA Name:	San Antonio ISD
Campus Name:	Connell Middle School

## Needs Assessment Summary and Improvement Plan

Root C	Cause 3:	School wide systems st	till in progress and inexperied	ed teachers have poor classroom mangagement skills						
		□ Not Applicable ☑ Index 1: Student A	chievement			Annual (	? Goal:	Reduce discipline referrals by 10% during	each 9 week period	giving 30% at the end of the 14-15 school year.
Index N	Number:	<ul><li>☑ Index 2: Student P</li><li>☑ Index 3: Closing Ad</li></ul>	_				?	Use the PBIS process to streathen school	wide discipline syste	ms and provide intensive support to inexperienced
		☑ Index 4: Postsecor	·			Strate	gy:	classroom teachers in classroom manage		
			•	A TP: Strengthen the School's			?			
		CSF 2-Quality Data	a to Drive Instruction/ESEA	A TP: Use of Data to Inform Instruction						
Critical Success	Factors (CSFs)/	CSF 3-Leadership	Effectiveness/ESEA TP: F	Provide Strong Leadership				improving student behavior especially in the	ne classroom is found	lational to quality instruction. Equipping teachers with
ESEA Turnaround	d Principles (TPs)/	☑ CSF 4-Increased L	earning Time/ESEA TP: R	tedesigned School Calendar		How will addressing impact the index/			dresses teacher quali	ty and academic instruction. Discipline directly
Major S	Systems	Engagement		A TP: Ongoing Family and Community						
			nate/ESEA TP: Improve So							
		<sup>☑</sup> CSF 7-Teacher Qu	uality/ESEA TP: Ensure Ef		nterventions	by Ouartor				
	Q1 (Aug, Sept, Oct)			Q2 (Nov, Dec, Jan)	iterventions	by Quarter	Q3 (Feb.	Mar Anr)		Q4 (May, June, July)
7	(Aug, Sept, Oct)		(?)	decrease discipline referrals by 10% during this qu	uarter which	(7)	decrease discipline	referrals by 10% durng this quarter which	(?)	decrease discipline referrals by 10% during this
Q1 Goal:			Q2 Goal:	results in 10 less referrals - 84		Q3 Goal:	results in 10 less re	gerrais - 74	Q4 Goal:	quarter which results in 10 less referrals - 64
Q1 Goal.	Interventions:		Q2 Goal.	Interventions:		U3 Goal: Interventions:			Q4 Goal.	Interventions:
				PBIS monthly meetings to review data and make recommendations		PBIS monthly meetings to review data and make recommendations		tings to review data and make		PBIS monthly meetings to review data and make recommendations
If this is your first			1)	Clarify the common area expectations, post expe expectations and levels of discipline with students		1)		s during a lesson and provide a reflective	1)	
submission (October 31st) of the 2014-2015 targeted			2)			2)			2)	
improvement plan, the quarter 1 (Q1) goal section is not required to be completed.			3)	Provide training for teachers on how to hold stude for expected behaviors	ents accountable	3)	Admin will continue classroom walk-thr	to monitor behavior management through oughs	3)	PBIS committee will review yearly discipline data and revise discipline plans during the summer
			Monday behavior sessions with Peer Teachers for management support.for those that struggle with management			4)			4)	
What data will b	be collected to monitor	interventions?	What o		What da	ta will be collected	to monitor interventions?	What data	a was collected to monitor interventions?	
1)			1)	PBIS agenda and meetings		1)	PBIS agenda and	meetings	1)	PBIS agenda and meetings
2)			2)	Expectations posted in common areas and classro	ooms	2)	Video tape analysis	s records and teacher reflections	2)	Walk-through data
3)			3)	Training sign-in sheets and logs		3)	Walk-through data		3)	sign-in sheets, agendas, and revised plan
4)			4)	Train-in sign-in sheets and logs		4)			4)	

LEA Name:	San Antonio ISD								
Campus Name:	Connell Middle School								
				Needs Assessme	ent Summary and Improvemer	it Plan			
					End of Quarte	r Reporting			
targeted improvement	Q1 Report  If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.								Q4 Report
Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	
					End of Year	Reporting			
Did you meet your annual goal?	Select	•	attribute your success? ttribute your lack of success		□ Data Analysis Process     □ Data Quality     □ Appropriate Strategy     □ Identification of Need/Root Cause Chor     □ Annual Goals	sen	□ Quarterly Planning Process     □ (Specific) Interventions     □ Ongoing Monitoring of Interventions     □ CSFs and/or ESEA Turnaround Principles Planning     □ Training	<li>If there are other fact here&gt;</li>	ors or additional explanation needed, please explain

LEA Name:	San Antonio ISD
Campus Name:	Connell Middle School

## Needs Assessment Summary and Improvement Plan

Root Ca	ause 4:	Teachers' knowledge o	f student sub groups. Africa	n American students is a small population and therefor	re may be overlook	ed due to teachers focusing	g on the whole group	versus specific student needs			
		☐ Not Applicable					(?)				
		☐ Index 1: Student A	chievement			Annual G	Annual Goal: Increase AA reading scores by 10 po		rom 43% to 53%		
Index N	lumber:	☐ Index 2: Student P	rogress				(?				
		☐ Index 3: Closing Ad	chievement Gaps			To help teachers understand index 3			disaggregate data, andd to be intentional about improving scores of a targeted		
		☐ Index 4: Postsecor	dary Readiness				population. To provide students sup			riex group targeted instruction.	
		CSF 1-Improve Ac	ademic Performance/ESE	A TP: Strengthen the School's	-		?				
		CSF 2-Quality Data	a to Drive Instruction/ESEA	TP: Use of Data to Inform Instruction							
Critical Success	Factors (CSFs)/	CSF 3-Leadership	CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership								
ESEA Turnaround	Principles (TPs)/	CSF 4-Increased L	earning Time/ESEA TP: R		How will addressing impact the index/ir		Closing the achivement gap with this targe	eted population addre	sses index 3		
Major S	systems	CSF 5-Family/Com	nmunity Engagement/ESE								
		CSF 6-School Clim	Engagement CSF 6-School Climate/ESEA TP: Improve School Environment								
		CSF 7-Teacher Qu	ality/ESEA TP: Ensure Eff	ective Teachers							
				Ir	nterventions	by Quarter					
	Q1 (Aug, Sept, Oct)			Q2 (Nov, Dec, Jan)			Q3 (Feb, I	Mar, Apr)		Q4 (May, June, July)	
(?)			Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in order			()		(1)	53% of AA students will pass the Staar Reading assessment.		
				interventions.				ta on each targeted student to determine			
Q1 Goal:			Q2 Goal:			Q3 Goal: if necessary in each stu			Q4 Goal:		
									Q+ 00ai.		
	Interventions:			Interventions:			Interve	ntions:	u4 Coui.	Interventions:	
	Interventions:			Analyze 100% of AA population Reading CBA to			Interver Conference with str		44 Cour.	Continue reviewing formative assessments to	
	Interventions:			Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in order			Interve	ntions:		Continue reviewing formative assessments to determine student progress.	
	Interventions:		1)	Analyze 100% of AA population Reading CBA to			Interver Conference with str	ntions:	1)	Continue reviewing formative assessments to determine student progress.	
If this is your first	Interventions:		1)	Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in ord- interventions.  Approximately 30% of AA students are being sen	er to plan	1)	Intervet Conference with steperformance.  Adjust the intervent	ntions:  idents based on their midyear  ions to be delivered during flex time to	1)	Continue reviewing formative assessments to determine student progress.  Set a 2014-15 summer reading plan for returning	
submission	Interventions:		1)	Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in orde interventions.	er to plan	1)	Interver Conference with strength of the performance.  Adjust the intervent meet identified study	ntions: udents based on their midyear	1)	Continue reviewing formative assessments to determine student progress.  Set a 2014-15 summer reading plan for returning targeted students.	
submission (October 31st) of the 2014-2015	Interventions:		1)	Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in ord- interventions.  Approximately 30% of AA students are being sen	er to plan	1)	Interver Conference with strength of the performance.  Adjust the intervent meet identified study	ntions:  udents based on their midyear  udents to be delivered during flex time to lent need. Continue monitoring student	1)	Continue reviewing formative assessments to determine student progress.  Set a 2014-15 summer reading plan for returning targeted students.	
submission (October 31st) of the 2014-2015 targeted improvement plan,	Interventions:		2)	Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in ord- interventions.  Approximately 30% of AA students are being sen	er to plan ved in Read 180.	1)	Interver Conference with str performance.  Adjust the intervent meet identified stuc progress on all form Participation in the	ntions:  udents based on their midyear  udents based on their midyear  udents based on their midyear  udents to be delivered during flex time to the to the the total time to the the the total time to the the the the total time to the	1)	Continue reviewing formative assessments to determine student progress.  Set a 2014-15 summer reading plan for returning targeted students.	
submission (October 31st) of the 2014-2015 targeted	Interventions:		2)	Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in ord-interventions.  Approximately 30% of AA students are being sen Their progress will be monitored.	er to plan ved in Read 180.	1)	Interver Conference with str performance.  Adjust the intervent meet identified stuc progress on all form Participation in the	ntions:  udents based on their midyear  udents based on their midyear  udents based on their midyear  udent based on their midyear  udent flex time to  lent need. Continue monitoring student  uative assessments.	1)	Continue reviewing formative assessments to determine student progress.  Set a 2014-15 summer reading plan for returning targeted students.	
submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1)	Interventions:		2)	Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in ord-interventions.  Approximately 30% of AA students are being sen Their progress will be monitored.	er to plan ved in Read 180.	2)	Interver Conference with str performance.  Adjust the intervent meet identified stuc progress on all form Participation in the	ntions:  udents based on their midyear  udents based on their midyear  udents based on their midyear  udents to be delivered during flex time to the to the the total time to the the the total time to the the the the total time to the	2)	Continue reviewing formative assessments to determine student progress.  Set a 2014-15 summer reading plan for returning targeted students.	
submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be	Interventions:		2)	Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in ord-interventions.  Approximately 30% of AA students are being sen Their progress will be monitored.	er to plan ved in Read 180.	2)	Intervet Conference with sti performance.  Adjust the intervent meet identified stuc progress on all form Participation in the of at least 50% of t	indents based on their midyear  idents based on their midyear  idents based on their midyear  ident for the delivered during flex time to the the delivered during flex time to the the delivered during student hative assessments.  Staar nights and multiple tutoring sessions he targeted students.  AA students with an additional invite such	2)	Continue reviewing formative assessments to determine student progress.  Set a 2014-15 summer reading plan for returning targeted students.	
submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be	Interventions:		2)	Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in ord-interventions.  Approximately 30% of AA students are being sen Their progress will be monitored.	er to plan ved in Read 180.	2)	Conference with sti performance.  Adjust the intervent meet identified stuc progress on all form  Participation in the of at least 50% of t	idents based on their midyear  idents based on their midyear  ions to be delivered during flex time to lent need. Continue monitoring student lative assessments.  Staar nights and multiple tutoring sessions le targeted students.	2)	Continue reviewing formative assessments to determine student progress.  Set a 2014-15 summer reading plan for returning targeted students.	
submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be	Interventions:		2)	Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in ord-interventions.  Approximately 30% of AA students are being sen Their progress will be monitored.	er to plan ved in Read 180.	2)	Conference with sti performance.  Adjust the intervent meet identified stuc progress on all form  Participation in the of at least 50% of t	indents based on their midyear  ions to be delivered during flex time to lent need. Continue monitoring student lative assessments.  Staar nights and multiple tutoring sessions ne targeted students.  AA students with an additional invite such ncourage participatation to explain the	2)	Continue reviewing formative assessments to determine student progress.  Set a 2014-15 summer reading plan for returning targeted students.	
submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.	Interventions:	interventions?	2)	Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in ordinterventions.  Approximately 30% of AA students are being sen Their progress will be monitored.  Assign students who need additional support Istat	er to plan ved in Read 180.	2)	Intervet Conference with sti performance.  Adjust the intervent meet identified stuc progress on all forn Participation in the of at least 50% of t  Provide parents of as a home visit to e additional assistence	indents based on their midyear  ions to be delivered during flex time to lent need. Continue monitoring student lative assessments.  Staar nights and multiple tutoring sessions ne targeted students.  AA students with an additional invite such ncourage participatation to explain the	2)	Continue reviewing formative assessments to determine student progress.  Set a 2014-15 summer reading plan for returning targeted students.	
submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.		interventions?	2)	Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in ordinterventions.  Approximately 30% of AA students are being sen Their progress will be monitored.  Assign students who need additional support Istat	er to plan ved in Read 180.	2)	Intervet Conference with sti performance.  Adjust the intervent meet identified stuc progress on all forn Participation in the of at least 50% of t  Provide parents of as a home visit to e additional assistence	intions:  Idents based on their midyear  Idents based on their midyear  Ident based on their based on their based on their children.  Ident based on their midyear  Ident based on their midyear  Ident based on their midyear  Ident based on their based on their based on their children.  Ident based on their midyear  Ident based on their	2)	Continue reviewing formative assessments to determine student progress.  Set a 2014-15 summer reading plan for returning targeted students.	
submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.		interventions?	2)	Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in ordinterventions.  Approximately 30% of AA students are being sen Their progress will be monitored.  Assign students who need additional support Istat	er to plan ved in Read 180.	1) 2) 3) 4) What dat 1)	Adjust the intervent meet identified stuc progress on all form Participation in the of at least 50% of the provide parents of as a home visit to e additional assistence will be collected a will be collected.	indents based on their midyear  idents based on their midyear  ident so be delivered during flex time to lent need. Continue monitoring student allive assessments.  Staar nights and multiple tutoring sessions he targeted students.  As students with an additional invite such neourage participatation to explain the legiven to their children.  to monitor interventions?  enchmark data.	1) 2) 3) What data	Continue reviewing formative assessments to determine student progress.  Set a 2014-15 summer reading plan for returning targeted students.  was collected to monitor interventions?  Provide CBA and STAAR data.	
submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.  What data will b		interventions?	2) 3) 4) What c	Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in ordinterventions.  Approximately 30% of AA students are being sen Their progress will be monitored.  Assign students who need additional support Istat will be collected to monitor interventions?  Develop a target list for CBA data.	er to plan ved in Read 180.	1) 2) 3) 4) What dat	Adjust the intervent meet identified stuc progress on all form as a home visit to eadditional assistence awill be collected.	indents based on their midyear  idents based on their midyear  ident so be delivered during flex time to lent need. Continue monitoring student allive assessments.  Staar nights and multiple tutoring sessions he targeted students.  As students with an additional invite such neourage participatation to explain the legiven to their children.  to monitor interventions?  enchmark data.	1) 2) 3) 4) What data	Continue reviewing formative assessments to determine student progress.  Set a 2014-15 summer reading plan for returning targeted students.  was collected to monitor interventions?  Provide CBA and STAAR data.	
submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.  What data will b  1) 2)		interventions?	2) 3) 4) What o	Analyze 100% of AA population Reading CBA to strengths and weaknesses of each student in ordinterventions.  Approximately 30% of AA students are being sen Their progress will be monitored.  Assign students who need additional support Istat will be collected to monitor interventions?  Develop a target list for CBA data.	er to plan ved in Read 180.	1) 2) 3) 4) What dat 1)	Adjust the intervent meet identified stuc progress on all form as a home visit to eadditional assistence awill be collected.	indents based on their midyear  idents based on their midyear  ident so be delivered during flex time to lent need. Continue monitoring student allive assessments.  Staar nights and multiple tutoring sessions he targeted students.  As students with an additional invite such neourage participatation to explain the legiven to their children.  to monitor interventions?  enchmark data.	1) 2) 3) 4) What data 1)	Continue reviewing formative assessments to determine student progress.  Set a 2014-15 summer reading plan for returning targeted students.  was collected to monitor interventions?  Provide CBA and STAAR data.	

LEA Name:	San Antonio ISD								
Campus Name:	Connell Middle School								
				Needs Assessme	ent Summary and Improvemer	nt Plan			
					End of Quarte	r Reporting			
Q1 Report  If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.					rt		Q3 Report		Q4 Report
Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	
					End of Year	Reporting			
Did you meet your annual goal?	Select	,	attribute your success? ttribute your lack of success		□ Data Analysis Process     □ Data Quality     □ Appropriate Strategy     □ Identification of Need/Root Cause Chos     □ Annual Goals	sen	Quarterly Planning Process     (Specific) Interventions     Ongoing Monitoring of Interventions     CSFs and/or ESEA Turnaround Principles Planning     Training	<li>If there are other fact here&gt;</li>	ors or additional explanation needed, please explain

LEA Nome	x San Antonio ISD
EEA Name.	w our mento rob
Campus Name:	e: Connell Middle School

## Needs Assessment Summary and Improvement Plan

Root Ca	ause 5:										
		☐ Not Applicable					(?)	V			
		☐ Index 1: Student A	chievement			Annual (	$\sim$	<enter text=""></enter>			
Index N	umber:	☐ Index 2: Student Pi	Progress								
		☐ Index 3: Closing Ad	chievement Gaps			Strategy: <enter text=""></enter>					
		☐ Index 4: Postsecon									
	CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction				=		?				
	☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction										
Critical Success	Factors (CSFs)/	CSF 3-Leadership	Effectiveness/ESEA TP: P	Provide Strong Leadership							
ESEA Turnaround	Principles (TPs)/	CSF 4-Increased L	earning Time/ESEA TP: R	edesigned School Calendar		How will addressing impact the index/i		<enter text=""></enter>			
Major S	ystems	CSF 5-Family/Com	nmunity Engagement/ESE/	A TP: Ongoing Family and Community		,					
			nate/ESEA TP: Improve So								
		CSF 7-Teacher Qu	ality/ESEA TP: Ensure Eff	ective Teachers							
					nterventions	by Quarter					
	Q1 (Aug, Sept, Oct)			Q2 (Nov, Dec, Jan)			Q3 (Feb, I	Mar, Apr)	Q4 (May, June, July)		
0			?		?		(?)				
Q1 Goal:			Q2 Goal:			Q3 Goal:			Q4 Goal:		
4. Jouin	Interventions:		Q2 00aii	Interventions:		QU COUII.	Interver	ntions:	Q. 00a	Interventions:	
			1)			1)			1)		
If this is your first submission											
(October 31st) of the 2014-2015 targeted			2)			2)			2)		
improvement plan, the quarter 1 (Q1)											
goal section is not required to be completed.			3)			3)			3)		
·											
		4)			4)			4)			
What data will be collected to monitor interventions?		What d	lata will be collected to monitor interventions?		What data will be collected to monitor interventions?			What data	was collected to monitor interventions?		
1)			1)			1)			1)		
2)			2)			2)			2)		
3)				3)		3)					
4)	4)			4)			4)				
				F	nd of Quarte	r Reporting					
	Q1 Report										
targeted improvement	ubmission (October 31st plan, the quarter 1 (Q1) quired to be completed.	report section is not		Q2 Report			Q3 Re	eport	Q4 Report		

LEA Name:	San Antonio ISD											
Campus Name:	Connell Middle School											
				Needs Assessme	ent Summary and	Improvemen	nt 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?	t Select		Are you on track to meet the annual goal?	Select	
Describe the data or evidence used to determine if the goal will or won't be met.	Describe the data or evidence used to determine if the goal will won't be met.		evidence used to determine if the goal will or	а			Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.		
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?				What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?			
End of Year Reporting												
Did you meet your annual Select goal?  If YES, to what do you attribute your success?  If NO, to what do you attribute your lack of success.		□ Data Analysis Process □ Data Quality □ Appropriate Strategy □ Identification of Need/Root Cause C □ Annual Goals		,	□ Quarterly Planning Process □ (Specific) Interventions □ Ongoing Monitoring of Interventions □ CSFs and/or ESEA Turnaround Principles Planning □ Training		<if additional="" are="" explain<br="" explanation="" factors="" needed,="" or="" other="" please="" there="">here&gt;</if>					
-	•									•		
Root Cause 6:												
			□ Index 1: Student Achievement				Annual (	Goal:	<enter text=""></enter>			
Index N	Number:	☐ Index 2: Student P☐ ☐ Index 3: Closing Ad☐ ☐ Index 4: Postsecor	chievement Gaps	diness			Strate	gy:	<enter text=""></enter>			
		Instruction		EA TP: Strengthen the School's								
		-		Instruction/ESEA TP: Use of Data to Inform Instruction								
	s Factors (CSFs)/ d Principles (TPs)/			fectiveness/ESEA TP: Provide Strong Leadership rning Time/ESEA TP: Redesigned School Calendar			How will addressing this Root Cause impact the index/indicator/CSF?					
Major S	Systems	Engagement	nmunity Engagement/ESE		d Community							
	□ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers											
					Ir	nterventions	by Quarter					
	Q1 (Aug, Sept, Oct)			Q2 (Nov, Dec	c, Jan)			Q3 (Feb, M	Mar, Apr)		Q4 (May, June, July)	
?	)		?				?			?		
Q1 Goal:			Q2 Goal:				Q3 Goal:			Q4 Goal:		
u I Goal.	Interventions:		WZ GOdi:	Interventio	ons:		GO GOAL	Interver	ntions:	Q4 GUAI.	Interventions:	
If this is your first			)		1)			1)				
submission (October 31st) of the 2014-2015 targeted	mission er 31st) of 014-2015		2,				2)			2)		

LEA Name:	San Antonio ISD											
Campus Name:	Connell Middle School			Nanda Assass			at Dian					
improvement plan				Needs Assessm	ent Summary and	Improveme	nt Plan			7		
improvement plan, the quarter 1 (Q1) goal section is not required to be completed.	arter 1 (Q1) ection is not iired to be		3)				3,	)		3)		
	4)					4)			4			
What data will h	be collected to monitor	interventions?	What o	data will be collected to	monitor interventions?		What da	ata will be collected	to monitor interventions?	What data	a was collected to monitor interventions?	
1)	)		1)				1)	)		1)		
2)			2)				2)	)		2)		
3)			3)				3)			3)		
4)			4)				4)			4)		
					E	nd of Quarte	r Reporting					
Q1 Report  If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.							Q3 Re	eport	Q4 Report			
Are you on track to meet the annual goal?			Select		Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select			
Describe the data or evidence used to determine if the goal will or won't be met.	ridence used to evidence used to determine if the goal will determine if the g		Describe the data or evidence used to determine if the goal will or won't be met.				Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.		
What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?				What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?		
						End of Year	Reporting					
					☐ Data Analysis Proces☐ Data Quality	SS	☐ Quarterly Planning Process ☐ (Specific) Interventions					
Did you meet your annual goal?	Select		attribute your success?	?	☐ Appropriate Strategy		□ Ongoing Monitoring of Interventions □ CSFs and/or ESEA Turnaround Principles Planning □ Training			<if additional="" are="" explain<br="" explanation="" factors="" needed,="" or="" other="" please="" there="">here&gt;</if>		
Root C	Cause 7:					•	_					
☐ Not Applicable ☐ Index 1: Student Achievement		chievement				Annual	Goal:	<enter text=""></enter>				
Index N	Number:	☐ Index 2: Student P	rogress					(?)				
		☐ Index 3: Closing A					Strate	$\sim$	<enter text=""></enter>			
		☐ Index 4: Postsecor	ndary Readiness cademic Performance/ESE	A TP: Strengthen the Sci	hool's			?				
		□ Instruction	a to Drive Instruction/ESEA	-				·				
Critical Success	s Factors (CSFs)/		Effectiveness/ESEA TP: F									
	d Principles (TPs)/		earning Time/ESEA TP: R				How will addressing	g this Root Cause	center texts			

	San Antonio ISD											
Campus Name:	Connell Middle School			Needs Assessment Summary and Improvement	ant Blan							
LULA TUTTUTUTU	impact the index/indicator/CSF?											
	Systems	CSF 5-Family/Com Engagement	nmunity Engagement/ESE	A TP: Ongoing Family and Community	impact the index	muicator/cor?						
		CSF 7-Teacher Qu	uality/ESEA TP: Ensure Ef		hu Ouarter							
			1	Interventions	by Quarter			T.				
	Q1 (Aug, Sept, Oct)			Q2 (Nov, Dec, Jan)		Q3 (Feb, M	ar, Apr)		Q4 (May, June, July)			
?)			(1)		?			(?)				
Q1 Goal:			Q2 Goal:		Q3 Goal:			Q4 Goal:				
	Interventions:			Interventions:		Intervent	ions:		Interventions:			
			1)		1	)		1)				
If this is your first submission (October 31st) of the 2014-2015 targeted			2)		2	)		2)				
improvement plan, the quarter 1 (Q1) goal section is not required to be completed.			3)		3	)		3)				
			4)		4	)		4)				
What data will b	pe collected to monitor i	nterventions?	What o	data will be collected to monitor interventions?	What d	ata will be collected t	o monitor interventions?	What data	was collected to monitor interventions?			
1)			1)		1	)		1)				
2)			2)		2	)		2)				
3)			3)		3	)		3)				
4)			4)		4	)		4)				
				End of Quart	er Reporting				·			
targeted improvement	Q1 Report ubmission (October 31st) t plan, the quarter 1 (Q1) r equired to be completed.	of the 2014-2015 report section is not		Q2 Report		Q3 Rep	oort		Q4 Report			
Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select	Are you on track to mee the annual goal?	t Select		Are you on track to meet the annual goal?	Select			
Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.				
What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?				
				End of Voc	Poporting							

LEA Name	: San Antonio ISD										
Campus Name	: Connell Middle School										
				Needs Assessment Summary and	Improvemen	nt Plan					
Did you meet your annua goal?	il Select		attribute your success? attribute your lack of success	□ Data Analysis Proces □ Data Quality □ Appropriate Strategy □ Identification of Need □ Annual Goals		sen			<li>If there are other factories</li>	ctors or additional explanation needed, please explain	
Root C	Cause 8:										
□ Not Applicable □ Index 1: Student / Index Number: □ Index 2: Student I						Annual Goal: (2) <=nter text>					
		☐ Index 4: Postsecor				Strate	gy.	<enter text=""></enter>			
CSF 1-Improve Acade Instruction  Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems  CSF 2-Quality Data to CSF 3-Leadership Effe CSF 4-Increased Lean Engagement CSF 6-School Climate			ality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction adership Effectiveness/ESEA TP: Provide Strong Leadership reased Learning Time/ESEA TP: Redesigned School Calendar milly/Community Engagement/ESEA TP: Ongoing Family and Community			How will addressing impact the index/		<enter text=""></enter>			
		CSF 7-Teacher Q	Jality/ESEA TP: Ensure Et		nterventions	by Quarter					
	Q1 (Aug, Sept, Oct)		1	Q2 (Nov, Dec, Jan)	iter ventions	by Quarter	Q3 (Feb,	Mar Anri	1	Q4 (May, June, July)	
(?	)		(?)	QZ (NOV, DEC, Jan)		(?)	)	mai, Api)	(?		
Q1 Goal:			Q2 Goal:	hi manifana		Q3 Goal:			Q4 Goal:		
	Interventions:			Interventions:			Interve	ntions:		Interventions:	
			1)			1)			1		
If this is your first submission (October 31st) of the 2014-2015 targeted			2)			2)			2		
improvement plan, the quarter 1 (Q1) goal section is not required to be completed.			3)			3)	)		3	)	
			4)			4)			4		
What data will	be collected to monitor	interventions?	What o	ata will be collected to monitor interventions?		What da	ta will be collected	I to monitor interventions?	What dat	a was collected to monitor interventions?	
1)	)		1)			1)			1	)	
2)	)		2)			2)			2	)	
3)	)		3)			3)			3	)	

LEA Name:	San Antonio ISD											
Campus Name:	Connell Middle School											
			-	Needs Assessme	ent Summary and	Improvemen	nt Plan					
4)			4)				4)			4)		
					E	nd of Quarte	r Reporting					
targeted improvement	Q1 Report submission (October 31st t plan, the quarter 1 (Q1) equired to be completed.	t) of the 2014-2015 report section is not			Q3 Report			Q4 Report				
Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select			Are you on track to meet the annual goal?			Are you on track to meet the annual goal?	Select	
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.				
What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?				
						End of Year	Reporting					
Did you meet your annual goal?	Select  If YES, to what do you attribute your success?  If NO, to what do you attribute your lack of success?  If NO, to what do you attribute your lack of success?  Appropriate Strategy  Annual Goals				□ Quarterly Planning Process □ (Specific) Interventions □ Ongoing Monitoring of Interventions Chosen □ CSFs and/or ESEA Turnaround Principles Planning □ Training			<if additional="" are="" explain<br="" explanation="" factors="" needed,="" or="" other="" please="" there="">here&gt;</if>				
	•											
Root C	cause 9:											
Index N	lumber:	□ Not Applicable □ Index 1: Student Ar	Index 1: Student Achievement				Annual Goal: (?)		<enter text=""></enter>			
		☐ Index 3: Closing Ac ☐ Index 4: Postsecon	Achievement Gaps				Strategy: <enter text=""></enter>					
		CSF 1-Improve Ac Instruction	ademic Performance/ESE	A TP: Strengthen the Sch	hool's	=	0					
Critical Success	s Factors (CSFs)/	_	a to Drive Instruction/ESE/ Effectiveness/ESEA TP: F									
ESEA Turnaround	d Principles (TPs)/	_	earning Time/ESEA TP: F				How will addressing	this Root Cause	<enter text=""></enter>			
	Systems	_	nmunity Engagement/ESE				impact the index/i	ndicator/CSF?				
		CSF 6-School Clim	nate/ESEA TP: Improve Se	chool Environment								
		CSF 7-Teacher Qu	ality/ESEA TP: Ensure Ef	fective Teachers								
					li	nterventions	by Quarter					
	Q1 (Aug, Sept, Oct)			Q2 (Nov, Dec	c, Jan)			Q3 (Feb, M	Mar, Apr)		Q4 (May, June, July)	
(?)			(1)				()			(3)		
Q1 Goal:			Q2 Goal:				Q3 Goal:			Q4 Goal:		
	Interventions:		1)	Interventio	ons:		1)	Interver	ntions:	1)	Interventions:	
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	San Antonio ISD										
Campus Name:	Connell Middle School										
				Needs Assessme	ent Summary and	Improvemer	nt Plan			7	
If this is your first submission (October 31st) of the 2014-2015 targeted			2)				2)			2)	
improvement plan, the quarter 1 (Q1) goal section is not required to be completed.			3)				3)			3)	
			4)				4)			4)	
What data will b	e collected to monitor	interventions?	What	data will be collected to	monitor interventions?		What da	ta will be collected	to monitor interventions?	What data	was collected to monitor interventions?
1)			1)				1)			1)	
2)			2)				2)			2)	
3)			- 3				3)			3)	
4)			4)				4)			4)	
					Е	nd of Quarte	r Reporting				
Q1 Report If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.				Q2 Report				Q3 Re	port		Q4 Report
Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select			Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.				Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?				What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?	
			•			End of Year	Reporting			•	
Did you meet your annual goal?	If YES, to what do you attribute your success?  If NO, to what do you attribute your lack of success?			□ Data Analysis Proces     □ Data Quality     □ Appropriate Strategy     □ Identification of Need     □ Annual Goals		Quarterly Planning Process     (Specific) Interventions     Ongoing Monitoring of Interventions			<if additional="" are="" explain="" explanation="" factors="" here-<="" needed,="" or="" other="" p="" please="" there=""></if>		
					-						
Root Ca	ause 10:										
		☐ Not Applicable						?			
		☐ Index 1: Student A	chievement				Annual	Goal:	<enter text=""></enter>		
Index N	lumber:	☐ Index 2: Student P	rogress								
		☐ Index 3: Closing Ad	chievement Gaps				Strate	eav:	<enter text=""></enter>		
		☐ Index 4: Postsecor	ndary Readiness				Cadio				

	1									
	me: San Antonio ISD									
Campus Name:	Connell Middle School				. = 1					
			I : B ( #50E	Needs Assessment Summary and Improvem	ent Plan					
		Instruction	ademic Performance/ESE	A TP: Strengthen the School's		?				
				A TP: Use of Data to Inform Instruction						
Cathian Comme	F4 (00F-)/	_								
Critical Success		_		Provide Strong Leadership	How will addressing	this Post Cause				
ESEA Turnaround	Principles (TPs)/	CSF 4-Increased L	earning Time/ESEA TP: R	Redesigned School Calendar	impact the index/					
Major S	systems		nmunity Engagement/ESE	A TP: Ongoing Family and Community						
		Engagement								
			nate/ESEA TP: Improve So							
		CSF 7-Teacher Qu	uality/ESEA TP: Ensure Eff	fective Teachers						
				Intervention	s by Quarter					
	Q1 (Aug, Sept, Oct)			Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)		
(1)			?		?					
Q1 Goal:			Q2 Goal:		Q3 Goal:		Q4 Goal:			
Q.1 00a	Interventions:		Q2 00u	Interventions:	Q0 Ooun	Interventions:	Q.1 00a	Interventions:		
			1)		1			1)		
			.,					"		
If this is your first			_							
If this is your first submission										
(October 31st) of			2)		2			2)		
the 2014-2015 targeted										
improvement plan,										
the quarter 1 (Q1) goal section is not			2)		20			2)		
required to be			3)		3			3)		
completed.										
			4)		4			4)		
What data will b	e collected to monitor	interventions?	What o	data will be collected to monitor interventions?	What da	ata will be collected to monitor interventions?	What d	ata was collected to monitor interventions?		
1)			1)		11			1)		
''			. ''		·,			"		
2)			2)		2			2)		
			-							
3)			3)		3			3)		
4)			4)		4			4)		
				End of Quar	ter Reporting					
	Q1 Report		1							
If this is your first su	ubmission (October 31st	t) of the 2014-2015		Q2 Report		Q3 Report		Q4 Report		
	equired to be completed.									
Are you on track to meet			Are you on track to meet				Are you on track to			
the annual goal?	Select		the annual	Select	Are you on track to meet the annual goal?	Select	meet the annual	Select		
goals			goal?		ů		goal?			
Describe the date of			Describe the date of		Describe the date		Describe the state			
Describe the data or evidence used to			Describe the data or evidence used to		Describe the data or evidence used to		Describe the data evidence used to			
determine if the goal will or won't be met.			determine if the goal will or won't be met.		determine if the goal will or won't be met.		determine if the go will or won't be me	al   :.		
What if any adjustments			What, if any, adjustments		What, if any,		What, if any, adjustments must	ne		
What, if any, adjustments must be made in order to meet the annual goal?			must be made in order to meet the annual goal?		adjustments must be made in order to meet		made in order to meet the annual			
	I .			1	the annual goal?		10			

LEA Name:	San Antonio ISD											
Campus Name:	Connell Middle School											
Needs Assessment Summary and Improvement Plan												
End of Year Reporting												
Did you meet your annual goal?	Select	If YES, to what do you attribute your success?  If NO, to what do you attribute your lack of success?	□ Data Analysis Process     □ Data Quality     □ Appropriate Strategy     □ Identification of Need/Root Cause Chosen     □ Annual Goals	Quarterly Planning Process     (Specific) Interventions     Ongoing Monitoring of Interventions     CSFs and/or ESEA Turnaround Principles Planning     Training	<if additional="" are="" explain<br="" explanation="" factors="" needed,="" or="" other="" please="" there="">here&gt;</if>							