District Name:	Austin ISD
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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): *Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.*	**PS 1:**	Based on PBMAS, African American students are over represented in the special education program (African American students represent 9.2% of the overall Austin ISD student population, but 15.2% of the special education population, a difference of 6 percentage points.).	is occurring because of Root Cause #1	**Root Cause 1:**	RtI was not a district wide clearly understood and implemented process on all campuses.
	PS 2:	Based on PBMAS and System Safeguards, Austin ISD Special Education graduation rate (67.4%) is below the state minimum (75%).	is occurring because of Root Cause #2	**Root Cause 2:**	Academic achievement and progress of students with diabilities toward meeting graduation requirements is not closely/consistently monitored.
	PS 3:	Based on PBMAS, all OSS placements represent 9.0% of the overall Austin ISD student population, but 21.5% of the special education population, a difference of 12.5 percentage points.	is occurring because of Root Cause #3	**Root Cause 3:**	There is a need to monitor behavior interventions provided to students with disabilities to reduce the number of referrals to OSS. Campus personnel are not consistently implementing effective behavior strategies with students with disabilities in instructional settings.
	PS 4:	SPED (3-8) STAAR Passing Rate Math(37.3%), Reading(38.2%), Science(33.2%), Social Studies(28.7%), Writing(26.2%); SPED STAAR EOC Passing Rate Math(46.0%); CTE SPED STAAR EOC Passing Rate Math (45.9%). Based on PBMAS and System Safeguards, students with disabilities need supports and services to make improvement in all subject areas.	is occurring because of Root Cause #4	**Root Cause 4:**	Instruction, based on student IEP, is not consistently aligned with the rigorous core classroom expectations and TEKS.
	PS 5:	Based on PBMAS data, bilingual education students in grade 5 show low performance in Science (51.9%).	is occurring because of Root Cause #5	**Root Cause 5:**	Austin ISD teachers need additional support with 5th grade Science instructional strategies needed to improve BE student performance.
	PS 6:	PBMAS Report shows that the AISD LEP Graduation Rate is 49.8% for 2013-14 graduates, this is a decrease from 57.3% for 2012-13 graduates.	is occurring because of Root Cause #6	**Root Cause 6:**	Academic achievement and progress of ELL students toward meeting graduation requirements is not closely/consistently monitored. Interventions are not being provided to struggling ELL students early on.
	PS 7:	Austin ISD shows low performance based on PBMAS indicators: ESL grades 6-8 - Math (54.3%), Reading (49.9%), Science (44.0%), Social Studies (24.6%), LEP (not served in BE/ESL) - Math (55.0%), Reading (58.2%), Science (42.9%), Title 1 - Social Studies (50.5%). Safeguard targets missed included: ELL Social Studies.	is occurring because of Root Cause #7	**Root Cause 7:**	Austin ISD teachers need additional support with instructional strategies needed to meet linguistic needs of BE, ESL, LEP, Title 1 students in core content areas.
	PS 8:	Based on PBMAS data, the Austin ISD TELPAS Composite Rating for students in US schools multiple years (5 years or more) shows students who receive a rating of Beginning or Intermediate at 14.4%.	is occurring because of Root Cause #8	**Root Cause 8:**	Austin ISD teachers lack instructional strategies needed to meet linguistic needs of ELLs in core content classes through differentiation and use of the LPAC to monitor the progress of ELLs.
	PS 9:	Based on PBMAS and System Safeguards, student data shows the need to increase Writing performance across the district based on STAAR ESL Writing grade 7 (32.9%), LEP (not served in BE/ESL) Writing grade 7 (46.7%), Title 1 Writing grades 4/7 (55.2%), and Special Education Writing grades 4/7 (26.2%).	is occurring because of Root Cause #9	**Root Cause 9:**	Teachers lack content knowledge with regard to grammar and mechanics. Grammar and mechanics are not being explicitly taught, and students are not being required to apply what is learned in their actual writing/compositions.
	PS 10:	0	is occurring because of Root Cause #10	**Root Cause 10:**	

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*** 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.

Problem Statement 1:	Based on PBMAS, African American students are over represented in the special education program (African American students represent 9.2% of the overall Austin ISD student population, but 15.2% of the special education population, a difference of 6 percentage points.).	**Annual Goal:**	The 2016 special education referral rate will be reduced by 2 percent points within the LBJ and Akins vertical teams as compared to 2015.
Root Cause 1:	RtI was not a district wide clearly understood and implemented process on all campuses.	**Strategy:**	RtI will move to the consultation model to support schools and students by providing training and support (in collaboration with SEL, Child Study System Facilitators (CSSFs) team members) on each campus and monitor the RtI framework process by using embedded tools within eCST. The team will work with campuses to develop a better understanding of the tools available to each campus, which will in turn help identify at-risk students earlier and empower campuses to intervene in the general education setting. The RtI department will Monitor each campuses implementation of the RtI process to ensure that teachers and stakeholders are aware of the resources available to them for early identification of students at risk for academic and behavior difficulties.

Index Number:	☐ **Not Applicable** ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs)/ **ESEA Turnaround Principles (TPs)/** **Major Systems**	☑ 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 ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☑ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	**How will addressing this root cause impact the index/indicator/CSF?**	By ensuring teachers have the understanding of evidence-based interventions and progress monitoring for the RtI process, AISD teachers will increase early identification of students at risk for failure through the use of tools in eCST and respond to student's needs once they are identified at risk for failure. The RtI department, with collaboration between the CSSF and SEL departments, will determine baseline usage for each campus and work to increase the usage of Universal Screeners, diagnostic tools, interventions, and embedded eCST tools across the district. For those campuses that use the RtI framework supported by the trio of departments, we expect to see a decline in the number of students referred for SPED services, and an increase of usage of tools in the RtI process.

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Interventions by Quarter

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

| **Q1 Goal:** By the end of Q1, 50% of elementary and middle school campuses within LBJ and Akins vertical teams will participate in professional development that will teach them how to address universal screening for all students on those campuses (10 out of 20).

By the end of Q1, a RtI usage and framework baseline for the district will be determined. 100% of campuses will be offered training in the elements of the RtI framework. | **Q2 Goal:** By the end of Q2, 100% of campuses on the two pilot vertical teams will receive feedback and offers of individualized support in the RtI process through professional development.
Istation usage and implementation will increase district wide from BOY by 15% (ISIP) and 10% of students identified by ISIP as tier 2 or 3 (from schools with adequate usage of 70% or more) will grow by one tier in the overall ISIP score. | **Q3 Goal:** By the end of Q3, 100% of campuses will receive feedback and offers of individualized support in the RtI process by email and campus visits. Istation usage and implementation will increase district wide from BOY by 25% (ISIP), and 10% of students identified by ISIP as tier 2 or 3 (from schools with adequate usage of 70% or more) will grow by one tier in the overall ISIP score. | **Q4 Goal:** By the end of March 2016, 75% of all elementary and middle schools across the district will participate in universal screening professional development. By the end of June 2016, the special education referral rate will be reduced by 2 percent points due to the efforts of early identification and the use of research-based interventions and progress monitoring tools. Istation usage and implementation will increase district wide from MOY by 35% (ISIP), and 10% of students identified by ISIP as tier 2 or 3 (from schools with adequate usage of 70% or more) will grow by one tier in the overall ISIP score. |

Root Cause 1:	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
1) Provide universal screener professional development for middle school (RITS) and elementary (SSiS) campuses within the LBJ and Akins VT, and run district/campus report of usage to identify campuses with <70% usage.	1) Continue to provide universal screener professional development for middle schools (RITS) and elementary (SSiS) campuses within the LBJ and Akins VT.	1) Continue to provide Universal Screener professional development for middle schools (RITS) and elementary (SSIS) campuses.	1) Continue to provide Universal Screener professional development for middle schools (RITS) and elementary (SSIS) campuses.100% of campuses will be trained on this process by the end of Q4.
2) Determine grade 3-8 Istation BOY usage (diagnostic and interventions). Campuses with <70% usage will be offered training and support.	2) Develop tools to unify RtI vocabulary district wide and start developing revision of the RtI framework. Create webinar to share with campuses to clarify common RtI terms.	2) Provide professional development to campuses who request additional support and plan summer PDs according to needs.	2) Develop and advertise professional development modules for summer 2016 based on campus survey and plan for additional professional development needed for SY 2016-17.
3) Create baseline of RBP report for each campus to see how many RBP's they have in the system at the BOY and then compare the growth for the EOY.	3) Determine grade 3-8 Istation BOY usage (diagnostic and interventions). Campuses with <70% usage will be offered training and support.	3) Determine grade 3-8 Istation BOY usage (diagnostic and interventions). Campuses with <70% usage will be offered training and support.	3) Present RtI framework changes based on campus needs analysis and feedback to district leadership and RtI Team.
4)	4) Support all campuses to increase the creation of student goals and RBP's (RtI team: academic RBP's and goals; CSSF's: behavior goals).	4) Support campuses to increase the creation of student goals and RBPs.	4) Evaluate RBPs for each vertical team, develop summer PD to increase the usage of embedded eCST tools.

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) Sign-In sheets for RITS and SSiS PD eCST data documentation of universal screener implementation (based on campuses trained)	1) Sign-In sheets for RITS and SSiS PD eCST data documentation of universal screener implementation (based on campuses trained)	1) Sign-In sheets for RITS and SSiS PD eCST data documentation of universal screener implementation (based on campuses trained)	1) Sign-In sheets for RITS and SSiS PD eCST data documentation of universal screener implementation (based on campuses trained)
2) Istation ISIP reports	2) Number of teachers who have viewed webinar tracked in HCP # of teachers trained in RtI PDs (by topic) Professional development sign in sheets, agendas	2) # of teachers trained in RtI PD's (by topic) Professional development sign in sheets, agendas	2) Campus needs analysis Professional development modules Flyers, emails, session dates/times in HCP for summer sessions
3) Summary of academic student needs for each campus based on Roster Based Programs (RBPs) in eCST.	3) Istation ISIP reports	3) Istation ISIP reports	3) Final 2016/17 RtI Framework
4)	4) Summary of academic student needs for each campus based on Roster Based Programs (RBPs) in eCST.	4) Summary of academic student needs for each campus based on Roster Based Programs (RBPs) in eCST.	4) Summary of academic student needs for verticle teams based on Roster Based Programs (RBPs) in eCST.

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Problem Statement 2:	Based on PBMAS and System Safeguards, Austin ISD Special Education graduation rate (67.4%) is below the state minimum (75%).	Annual Goal:	?	Graduation rates for students with disabilities will increase by 4 percentage points by June 2016.
Root Cause 2:	Academic achievement and progress of students with disabilities toward meeting graduation requirements is not closely/consistently monitored.	Strategy:	?	The Special Education Team will develop a monitoring process for individualized action plans for students with disabilities who are off track to graduate.

Index Number:	☐ **Not Applicable** ☑ Index 1: Student Achievement ☐Index 2: Student Progress ☑Index 3: Closing Achievement Gaps Index ☑ 4: Postsecondary Readiness

Critical Success Factors (CSFs)/ **ESEA Turnaround Principles (TPs)/** **Major Systems**	☑ 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 ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	**How will addressing this Root Cause impact the index/indicator/CSF?** ?	Through ongoing communication with campus general education teachers, special education teachers and teaching assistants, the Special Education Team will develop campus knowledge and a process to monitor every student in their cohort toward graduation and increase student progress toward graduation.

Interventions by Quarter ?

Q1 (Aug, Sept, Oct) ?	Q2 (Nov, Dec, Jan) ?	Q3 (Feb, Mar) ?	Q4 (April, May, June) ?
Q1 Goal: By the end of the first quarter, the Special Education Team will begin assisting campuses to review student cohort graduation data (counselor and ARD committee to ensure students with disabilities are on track to graduate based on individual student data) for graduates in 2015-2016 and develop specific plans for students who are not aligned with their cohort.	**Q2 Goal:** By the end of the first semester, the Special Education Team will assist campuses to improve academic learning time by: increasing attendance rates by 1%, monitoring that 70% of students with disabilities receive at least 80% of their academic instruction in regular classes, and decrease the number of discipline referrals for students with disabilities by 30%.	**Q3 Goal:** By the end of March, the Special Education Team will assist campuses to build capacity and support of general education teacher, special education teachers, and teaching assistants in using accommodations and modifications aligned to IEPs and core instruction.	**Q4 Goal:** By the end of June, the Special Education Team will assist campuses to increase the collaboration between special education instructional teams and general education instructional teams in building and supporting instructional design for all learners.

Q1 Interventions **Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).** ?	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
1) Conduct a review of senior students, and create a specific plan (developed by student case manager) to review each student's progress toward graduation if the student is not aligned with his cohort.	1) Conduct a review of senior students, and create a specific plan to address each student's progress toward graduation if the student is not aligned with his cohort.	1) Conduct a review of junior and senior students, and create a specific plan to address each student's progress toward graduation if the student is not aligned with his cohort.	1) Conduct a review of junior and senior students, and create a specific plan to address each student's progress toward graduation if the student is not aligned with his cohort.
2)	2) Complete a review of student data by campus with 2015-2016 data on attendance, percentage of students with at least 80% of academic instruction in regular classes, discipline data, and percentage of students with disabilities in the cohort of 2015-2016 aligned with their cohort.	2) Complete a review of student data by campus with 2015-2016 data on attendance, percentage of students with at least 80% of academic instruction in regular classes, discipline data, and percentage of students with disabilities in the cohort of 2015-2016 aligned with their cohort with regard to graduation.	2) Complete a review of student data by campus with 2015-2016 data on attendance, percentage of students with at least 80% of academic instruction in regular classes, discipline data, and percentage of students with disabilities in the cohort of 2015-2016 aligned with their cohort.
3)	3) Ensure campus sets a problem solving ARD for all SwDs identified as off track to graduate.	3) Provide special education teachers differentiated professional development on core instruction and the implementation of accommodations and modifications aligned to IEPs and core instruction. Once Sped/campus has identified students off track to graduate,	3) Provide special education teachers differentiated professional development on core instruction and the implementation of accommodations and modifications aligned to core instruction. Once Sped/campus has identified students off track to graduate, campus sets a problem solving ARD.
4)	4) Provide special education teachers differentiated professional development on core instruction and the implementation of accommodations and modifications aligned to IEPs and core instruction.	4) Provide coaching (Special Education Coordinators, Special Education Behavior Specialists) to special education teacher leaders on the use of accommodations and modifications as they align to IEPs and core instruction.	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) Campus reviews of students' individual plan, including student interventions and progress report measures	1) Campus reviews of students' individual plans, including student interventions and progress report measures	1) Campus reviews of students' individual plans, including student interventions and progress report measures	1) Campus reviews of students' individual plans, including student interventions and progress report measures
2)	2) Attendance Data Percentage of students receiving at least 80% of their academic instruction in regular classes Number of discipline referrals removing students from instruction Percentage of students with disabilities meeting minimum requirements toward graduation	2) Attendance Data Percentage of students receiving at least 80% of their academic instruction in regular classes Number of discipline referrals removing students from instruction Percentage of students with disabilities meeting minimum requirement toward graduation	2) Attendance Data Percentage of students receiving at least 80% of their academic instruction in regular classes Number of discipline referrals removing students from instruction Percentage of students with disabilities meeting minimum requirement toward graduation
3)	3) ARDs held to address the "off track to graduate" to document action steps to ensure students get back "on track" for graduation	3) Sign in sheets/agendas Walk-through documentation on use and alignment of IEPs and accommodations/modifications ARDs held to address the "off track to graduate" to document action steps to ensure students get back "on track" for graduation	3) Walk-through documentation on use and alignment of IEPs and accommodations/modifications Sign in sheets ARDs held to address the "off track to graduate" to document action steps to ensure students get back "on track" for graduation
4)	4) Sign in sheets/agendas Walk-through documentation on use and alignment of IEPs and accommodations/modifications	4) Documentation of coaching led by special education coordinators, special education specialists, and lead special education teachers	4) Sign-in sheets Agendas

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Problem Statement 3:	Based on PBMAS, all OSS placements represent 9.0% of the overall Austin ISD student population, but 21.5% of the special education population, a difference of 12.5 percentage points.	**Annual Goal:**	The Special Education Team will assist campuses to decrease the overall disproportionality rate of students with disabilities in Out of School Suspensions (OSS) placements by 6.5% by July 2016.
Root Cause 3:	There is a need to monitor behavior interventions provided to students with disabilities to reduce the number of referrals to OSS. Campus personnel are not consistently implementing effective behavior strategies with students with disabilities in instructional settings.	**Strategy:**	The district Special Education Team will build capacity at campuses by providing professional development and support for staff with developing and implementing appropriate behavior intervention plans for students with disabilities having behavioral challenges.

Index Number:	☐ Not Applicable ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☑ 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 ☑ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☑ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☑ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	**How will addressing this Root Cause impact the index/indicator/CSF?**	Learning time for students with disabilities will be increased, and student achievement will be positively impacted.

Q1 (Aug, Sept, Oct)	**Q2 (Nov, Dec, Jan)**	**Q3 (Feb, Mar)**	**Q4 (April, May, June)**
Q1 Goal: By the end of the first quarter, the district Special Education Team will provide professional development to build capacity and support of campus staff in supporting students with disabilities with behavioral challenges.	**Q2 Goal:** By the end of January, OSS placements will be reduced by 4 percentage points (as compared to the state standard).	**Q3 Goal:** By the end of March, OSS placements will be reduced by 2 percentage points (as compared to the state standard).	**Q4 Goal:** By the end of June, OSS placements will be reduced by .5 percentage points (as compared to the state standard)

Q1 Interventions **Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).**	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
1) Review district discipline data of students with disabilities to identify campuses that need support and/or interventions for students with disabilities.	1) Participate (Special Education Team) in professional development on Social Emotional Learning (SEL), which will include learning walks with SEL specialists to observe implementation of SEL strategies at the campus level (PD provided by the Special Education Coordinator).	1) Attend professional development (Special Education Coordinator) on Cultural Proficiency and Inclusiveness.	1) Consult and provide professional development (Special Education Coordinators, Special Education Behavior Specialists, and Learning Support Specialists) to the campus administrator related to identified needs in the action plans, implementation of the strategies in the action plan, the collection and review of data to determine effectiveness of the strategies, and the monitoring of student data.
2) Provide professional development on DEEDS, Manifestation Determinations, and processes for reviewing the impact of a disability on behavior in order to better support campuses (provided by the Special Education Coordinator).	2) Identify campuses (district Special Education Team), based on OSS placements ≥ 10% on discipline, FBA, BIP's, and Alternative Schedules to develop and review plans that support students with disabilities with regard to behavior.	2) Collaborate with campuses on discipline, FBA, BIPs, Alternative Schedules and SEL strategies to develop and review plans that support students with disabilities will be provided by the Special Education Team.	2) Collaborate (campus personnel and the district Special Education Team) to adjust/revise current behavioral strategies and interventions in order to impact any negative trends.
3)	3) Conduct regular reviews by campus administrators/designees to monitor the effectiveness/implementation of behavior intervention plans (utilizing discipline referral data and data collected via classroom observations) as related to students with disabilities to determine if adjustments and trends are warranted.	3) Collaborate (campus personnel and the district Special Education Team) to adjust/revise current behavioral strategies and interventions in order to impact any negative trends.	3)
4)	4)	4) Special Education Coordinators, Special Education Behavior Specialists, and Learning Support Specialists will collaborate regarding behavior supports for students with disabilities in the general education classroom in order to develop action plans.	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) Campus (in conjunction with the Special Education Department) review of discipline data, FBA, BIPs, and alternative schedule use	1) Professional development sign in sheets, learning walk dates with names of participants	1) Professional development agenda and sign in sheets	1) Sign-in sheets and agendas from campus review of discipline data, FBA, BIPs, and alternative schedule data
2) Professional development sign in sheets/agendas	2) Campus (in conjunction with the Special Education Department) review of discipline data, FBA, BIPs, and alternative schedule use	2) Campus (in conjunction with the Special Education Department) review of discipline data, FBA, BIPs, and alternative schedule use	2) Schedule of meetings and/or collaborations on identified campuses and negative trends of SwD OSS referral data shared with campus administrators
3)	3) Schedule of observations attended on identified campuses and shared with campus administrators	3) Schedule of campus/classroom observations attended on identified campuses Summary of recommendations based on observations shared with campus administrators	3)
4)	4)	4) Action plans for campuses which have shown negative trends in their data (this is data for the campus to show that schedule, BIP or intervention is NOT working)	4)

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Problem Statement 4:	SPED (3-8) STAAR Passing Rate Math(37.3%), Reading(38.2%), Science(33.2%), Social Studies(23.3%), Writing(26.2%); SPED STAAR EOC Passing Rate Math(46.0%); CTE SPED STAAR EOC Passing Rate Math (45.9%). Based on PBMAS and System Safeguards, students with disabilities need supports and services to make improvement in all subject areas.	**Annual Goal:**	The failure rate of students with disabilities across all tested subject areas on the STAAR/EOC, STAAR A and STAAR Alt 2 assessment will be reduced by 4% in 2016, as compared to STAAR A and STAAR Alt 2 in 2015.
Root Cause 4:	Instruction, based on student IEP, is not consistently aligned with the rigorous core classroom expectations and TEKS.	**Strategy:**	The Special Education Team will assist campuses in increasing achievement of students with disabilities by reducing time students are out of class and improving the quality of instruction.

Index Number:	☐ **Not Applicable** ☑ Index 1: Student Achievement ☐ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs)/ **ESEA Turnaround Principles (TPs)/** **Major Systems**	☑ 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 ☑ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☑ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	**How will addressing this Root Cause impact the index/indicator/CSF?**	The revised delivery model and support by the Special Education Team will increase academic learning time in the general education classroom, improve attendance and decrease the number of referrals for students in special education which will improve the academic achievement of students with disabilities as measured on state assessments.

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: Be the end of the first quarter, the Special Education Team will provide direct campus support to increase the academic learning time for students with disabilities in core instruction as measured by attendance, percentage of time in regular classes and number of discipline referrals.	**Q2 Goal:** By the end of January, 70% of students with disabilities will receive 80% of their instruction in the general education setting, and discipline referrals for students with disabilities will decrease by 3%.	**Q3 Goal:** By the end of March, based on 5th 6 weeks/3rd 9 weeks data, campus implementation of accommodations for students with disabilities will increase by 1% in the 3rd quarter as compared to 1st quarter 2015.	**Q4 Goal:** By the end of June, the failure rate of students with disabilities on the STAAR/EOC, STAAR A and STAAR Alt 2 assessment will be reduced by 4% in 2016, as compared to STAAR A and STAAR Alt 2 in 2015.

Q1 Interventions Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Provide professional development differentiated by campus need to administrators and/or teachers to address attendance, discipline, and academic learning time.	1) Provide professional development differentiated by campus need to administrators and/or teachers to address attendance, discipline, and academic learning time.	1) Provide professional development differentiated by campus need to administrators and/or teachers to address attendance, discipline, and academic learning time.	1) Provide professional development differentiated by campus need to administrators and/or teachers to address attendance, discipline, and academic learning time.
2) Develop walkthrough form that is inclusive of input from campus administrators, Assoc Superintendents, RtI, ELLs, and core instructional specialists to address attendance, discipline, and academic learning time.	2) Conduct walkthroughs inclusive of input from campus administrators (Utilize PBMAS data by campus/subject area to provide focused PD support for low performing campuses), Assoc Superintendents, RtI, ELLs, and core instructional specialists to address attendance, discipline, and academic learning time.	2) Conduct walkthroughs inclusive of input from campus administrators (Utilize PBMAS data by campus/subject area to provide focused PD support for low performing campuses), Assoc Superintendents, RtI, ELLs, and core instructional specialists to address attendance, discipline, and academic learning time.	2) Conduct walkthroughs inclusive of input from campus administrators (Utilize PBMAS data by campus/subject area to provide focused PD support for low performing campuses), Assoc Superintendents, RtI, ELLs, and core instructional specialists to address attendance, discipline, and academic learning time.
3) Provide follow up support with walkthroughs to ensure implementation of professional development by the Special Education Team.	3) Provide follow up support via walkthroughs to ensure implementation of professional development by the Special Education Team.	3) Provide follow up support via walkthroughs to ensure implementation of professional development by the Special Education Team.	3) Provide follow up support via walkthroughs to ensure implementation of professional development by the Special Education Team.
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) List of campuses which were provided professional development, attendance at professional development, and professional development topics/outlines provided on agendas	1) List of campuses which were provided professional development, attendance at professional development, and professional development topics/outlines provided on agendas	1) List of campuses which were provided professional development, attendance at professional development, and professional development topics/outlines provided on agendas	1) List of campuses which were provided professional development, attendance at professional development, and professional development topics/outlines provided on agendas
2) Walkthrough form	2) Campus walkthrough recommendation summary	2) Campus walkthrough recommendation summary	2) Campus walkthrough recommendation summary
3) Walkthrough observations from campus visits	3) Walkthrough observations from campus visits	3) Walkthrough observations from campus visits	3) Walkthrough observations from campus visits
4)	4)	4)	4)

Provide information as to how the identified elements and their impact on your success,	<Enter text>

District Name:	Austin ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

Problem Statement 5:	Based on PBMAS data, bilingual education students in grade 5 show low performance in Science (51.9%).	Annual Goal:	Identify and support elementary campuses that are below the district 5th grade 2015 Science STAAR achievement rate to increase academic performance by 10% in 2016.
Root Cause 5:	Austin ISD teachers need additional support with 5th grade Science instructional strategies needed to improve BE student performance.	Strategy:	The bilingual education science specialist and the curriculum science specialist will provide professional development sessions to teachers to preview major concepts, vocabulary (in English and Spanish as indicated in the CRMs every 9 weeks) and implementation of interactive notebooks.

Index Number:	☐ Not Applicable ☑ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☑ 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 ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this Root Cause impact the index/indicator/CSF?	Enhancing the knowledge and skills of teacher understanding regarding 5th grade Science will increase student performance and improve teacher quality.

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: By the end of Q1, Austin ISD will identify campuses below district rate of 5th grade STAAR Science. The bilingual Specialist in collaboration with the curriculum specialist will support bilingual teachers with instructional tools that can be integrated in the students' interactive notebooks and lessons.	**Q2 Goal:** By the end of Q2, identified campuses (below 51.9% in BE Science) will analyze MOY data to plan for extended learning time for BE 5th grade students not mastering MOY.	**Q3 Goal:** By the end of Q3, targeted schools will be monitored and supported by bilingual science specialist by providing intervention lessons, instructional tools for the interactive notebooks, and academic vocabulary in English and Spanish.	**Q4 Goal:** By the end of Q4, there will be a 10% reduction in failure rate of students taking 5th grade Science STAAR at the Level 2 phase-in II.

Q1 Interventions Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Request and analyze MIS report to identify campuses below 51.9% in 5th grade BE Science STAAR and TELPAS data.	1) Analyze MOY data to determine the student expecations that will require additional time through intervention lessons (bilingual specialist in collaboration with the science curriculum specialists).	1) Continue monitoring students' performance on common assessments and grading periods.	1) Provide support with preteach intervention lessons based on data for additional learning time opportunities.
2)	2) Contact and work with campus administrator to inform them of PD for BE Science teachers (date/time/expectations/ locations) on 5th grade science content.	2) Provide support with preteach intervention lessons based on data.	2) Collaborate with elementary science curriculum specialists for summer professional development to target areas of need based on 5th grade bilingual Science STAAR scores.
3)	3) Create preteach intervention lessons for identified science student expectations to be taught through science camps/tutoring (BE curriculum specialist and Solutions Team elementary science specialist).	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) MIS report for all elementary campuses ≥51.9% of 5th grade science STAAR.	1) MOY analysis and list of high need student expectations	1) Common assessment analysis	1) Campus visits for science preteach intervention lessons
2)	2) Sign-in sheets / Agenda for PD session/topic	2) Preteach intervention lessons	2) Outline for 5th grade Science STAAR PD with BE areas to target
3)	3) Preteach intervention lessons	3)	3)
4)	4)	4)	4)

District Name:	Austin ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

Problem Statement 6:	PBMAS Report shows that the AISD LEP Graduation Rate is 49.8% for 2013-14 graduates, this is a decrease from 57.3% for 2012-13 graduates.	Annual Goal:	Graduation rate of ELLs will increase by 5% by July 2016.
Root Cause 6:	Academic achievement and progress of ELL students toward meeting graduation requirements is not closely/consistently monitored. Interventions are not being provided to struggling ELL students early on.	Strategy:	The Bilingual Education/ESL Team will develop a monitoring process for individualized action plans for struggling ELL students who are off track to graduate.

Index Number:	☐ **Not Applicable** ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☑ 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 ☑ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☑ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this Root Cause impact the index/indicator/CSF?	Through a collaboration among the Bilingual Department Team, bilingual/ESL teachers and campus administrators, the progress of all ELL students will be closely and consistently monitored. Recommendations for extended learning time will be made.

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: By the end of the first quarter, the BE/ESL Dept will identify students who are off track to graduate (based on ELLs failing one or more courses), share data with campus administrators and ensure all campuses implement monitoring LPACs during each grading period to monitor ELLs and their progress.	**Q2 Goal:** By the end of January, based on monitoring all ELLs and their failure rate in scheduled courses, 60% of ELLs will have obtained credit for passing core content classes (Math, Reading, Social Studies, Writing, Science) for the first semester.	**Q3 Goal:** By the end of March, 100% of ELLs that failed the first semester of core content classes (Math, Reading, Social Studies, Writing, Science) will be invited to attend summer school to earn Fall credits.	**Q4 Goal:** By the end of June, district leadership and the BE/ESL Team will review multiple data sources, benchmarks, grading periods, LPACs and EOC scores sources to determine the effectiveness of the ELL monitoring process to plan for 2016 summer school and 2016-17 Fall registration of ELLs.

Q1 Interventions Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
1) Identify ELL students who are off track to graduate (based on ELLs failing one or more classes). Share data with campus administrators to analyze patterns, trends and causal factors to determine support needed for ELLs.	1) Identify ELL students who are off track to graduate (based on ELLs failing one or more classes). Share data with campus administrators "ELL Graduation Roadmap".	1) Identify ELL students who are off track to graduate (based on ELLs failing one or more classes). Share data with campus administrators "ELL Graduation Roadmap".	1) By the end of June, district leadership and the BE/ESL Team will review multiple data sources, benchmarks, grading period reports, LPAC annual reviews and EOC scores to determine the courses needed for credit recovery in summer school and courses needed the upcoming fall semester.
2) Train new and existing registrars on using LUCHA services to analyze and obtain credits from students educated in Mexico. Set up monthly meeting for SY 15-16 with UT to coordinate LUCHA services.	2) Provide review to campus administrators using MOY data to identify students that will need extended learning time and accommodations (such as Jump Start and Twilight) to master content needed for graduation.	2) Provide professional development to campus administrators on how to use analyze first semester credit failure report for ELLs. Campuses will determine recommendations for extended learning time to recover the credits that are required for graduation.	2) Provide professional development to campus administrators on how to monitor ELLs in need of credit recovery and determine summer school needs. Campus will ensure ELLs will take EOC exams necessary for graduation.
3) Ensure Campus Registrars utilize TREX to request analysis of student transcripts. Transcripts are submitted to counselors for the use of creating an instructional schedule for students. Registrars will continue to utilize TREX to request analysis of student transcripts.	3) Continue meeting with UT, counselors and the administrative supervisor for registrars to coordinate LUCHA services for ELLs. Registrars will continue to utilize TREX to request analysis of student transcripts.	3) Continue meeting with UT, counselors and the administrative supervisor for registrars to coordinate LUCHA services for ELLs. Continue monitoring ELLs in need of credit recovery. Registrars will continue to utilize TREX to request analysis of student transcripts.	3) Continue meeting with UT, counselors and the administrative supervisor for registrars to coordinate LUCHA services for ELLs.
4) Utilize service from LUCHA to analyze transcripts for students from other countries.	4) Ensure transcripts are submitted to counselors for the use of creating an instructional schedule for ELLs. Request and analyze report from MIS on status of Fall credits for ELLs. Utilize service from LUCHA to analyze transcripts for students from other countries.	4) Ensure transcripts are submitted to counselors for the use of creating an instructional schedule for ELLs. Utilize service from LUCHA to analyze transcripts for students from other countries.	4) Monitor EOC data to support schools in providing robust interventions. Identify ELLs for summer school credit recovery.

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) List of ELLs off track to graduate	1) List of ELLs off track to graduate ELL Graduation Roadmap framework List of students per campus identified for Jump Start	1) List of ELLs off track to graduate	1) List of ELLs off track to graduate
2) Agendas/Sign In sheets Monthly reports from LUCHA	2) PD Agendas, Sign-In sheets List of possible accommodations for ELLs	2) PD Agenda, Sign-In sheets	2) PD Agenda, Sign-In sheets Monthly reports from LUCHA EOC data
3) TREX analysis	3) Sign-in sheets and monthly reports from LUCHA meetings	3) Sign-in sheets and monthly reports from LUCHA meetings	3) MIS Spring credit status for ELLs
4) Monthly reports from LUCHA	4) MIS Fall credit status for ELLs Transcript analysis for students from other countries outside US Instructional schedule for ELLs	4) Transcript analysis for students from other countries outside US	4) Student list for ELLs summer school credit recovery

District Name:	Austin ISD
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Needs Assessment Summary and Improvement Plan

Problem Statement 7:	Austin ISD shows low performance based on PBMAS indicators: ESL grades 6-8 - Math (54.3%), Reading (49.9%), Science (44.0%), Social Studies (24.6%), LEP (not served in BE/ESL) - Math (55.0%), Reading (58.2%), Science (42.3%), Title 1 - Social Studies (50.5%). Safeguard targets missed included: ELL Social Studies.	Annual Goal:	The Bilingual Education/ESL Team will support campuses to reduce 2016 ELL STAAR/EOC performance failure rates across tested content areas by 10%.
Root Cause 7:	Austin ISD teachers need additional support with instructional strategies needed to meet linguistic needs of BE, ESL, LEP, Title 1 students in core content areas.	Strategy:	Develop a system by which to monitor the academic and linguistic advancement of BE, ESL, LEP, Title 1 students and provide teachers PD on sheltered instruction (SI) methodology and an SI TOT model.

Index Number:	☐ Not Applicable ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☑ 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 ☑ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☑ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this Root Cause impact the index/indicator/CSF?	Identification of campuses with a high number of low performing ELLs will allow for targeted professional development and support to increase academic progress across tested content areas including TELPAS.

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: By the end of the first quarter, 100% of all identified secondary campuses will have two trained Sheltered Instruction Trainer of Trainers (TOT).	**Q2 Goal:** By the end of January, 100% of identified campuses will start delivery and implementation of "Sheltered Instruction Foundations" TOT: Day 1 & Day 2 for content area teachers.	**Q3 Goal:** By the end of March, 70% of campus learning walks on identified campuses will show implementation of Sheltered Instruction strategies in content area classes.	**Q4 Goal:** By the end of June, grades 6-8 ESL Math, Reading, Science, Social Studies, and Title 1 Social Studies will show academic improvement by reducing the failure rate across content areas by 10%.

Q1 Interventions Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Conduct a comprehensive needs analysis to identify campuses in each content area that have low performing student groups in BE/ELL/LEP. Identify campuses with the highest number of ELLs contributing to PBMAS data.	1) Provide "Sheltered Instruction Foundations - Day 1 & Day 2" by TOTs at identified campuses to content areas teachers by Nov. 23.	1) Conduct monthly meetings with identified SI lead teachers.	1) Conduct an evaluation of the SI model at identified campuses (BE/ESL Dept. will collaborate with the Dept. of Research and Evaluation).
2) Revise Sheltered Instruction (SI) modules TOT "Sheltered Instruction Foundations" for Day 1 & Day 2. Identify 1-2 sheltered instruction lead teachers per secondary campus for TOTs based on % of ELLs.	2) Create an administrator module on Sheltered Instruction.	2) Train and support administrators implementing the module on Sheltered Instruction for campuses.	2) Review multiple data sources (I.e.:STAAR, TELPAS, and common assessments) to determine the effectiveness of Sheltered Instruction at the identified campuses.
3) Deliver TOT to SI lead teachers.	3) Create the AISD Sheltered Instruction (SI) Observation tool at campuses with high number of ELLs (to be used by the Dept. of ELLs and the SI lead teachers) for campus walks to ensure implementation.	3) Continue to utilize the AISD Sheltered Instruction (SI) Observation Tool at campuses with highest number of ELLs with the support of the BE Dept. and SI Lead teachers.	3) Identify continuing support (based on SI model evaluation) needed at the identified campuses from 2016-17.
4) Support content areas through learning walks at assigned middle schools focusing on ELL improvement.	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) Needs analysis List of campuses most significantly contributing to PBMAS data	1) List of additional high need campuses for SI module Sign-in sheets PD agendas	1) Agendas, Sign In sheets	1) Dept. of Research and Evaluation report on SI model
2) Modules "Sheltered Instruction Foundations" for Day 1 & Day 2	2) Administrator module on SI	2) Agenda, Sign In sheets	2) Summary of Sheltered Instruction effectiveness at identified campuses
3) Sign in Sheets: September 29-30 and October 7-8, 2015.	3) Documentation from campus walks AISD Sheltered Instruction Observation Tool	3) Documentation of using the SI Observation Tool at campuses with high number of ELLs	3) List of campuses needing additional support
4) Schedule of learning walks at assigned campuses	4)	4)	4)

District Name:	Austin ISD
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Needs Assessment Summary and Improvement Plan

Problem Statement 8:	Based on PBMAS data, the Austin ISD TELPAS Composite Rating for students in US schools multiple years (5 years or more) shows students who receive a rating of Beginning or Intermediate at 14.4%.	Annual Goal:	Based on students who have been in US schools 5 years or more, 2016 TELPAS results will show a 10% reduction in the number of students rated at the beginning/intermediate level.
Root Cause 8:	Austin ISD teachers lack instructional strategies needed to meet linguistic needs of ELLs in core content classes through differentiation and use of the LPAC to monitor the progress of ELLs.	Strategy:	The Bilingual Education/ESL Team will utilize the Linguistic Instructional Alignment Guide (LIAG) to help teachers make connections between ELPS, College and Career Readiness Standards (CCRS), TELPAS proficiency level descriptors, and linguistic accommodations.

Index Number:	☐ Not Applicable ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☑ 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 ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☑ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this Root Cause impact the index/indicator/CSF?	Identification of campuses with high number of low performing BE/LEP/student groups on TELPAS will allow for targeted sheltered instruction professional development in order to increase academic progress of students and improve teacher quality of instruction.

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: By the end of the first quarter, 100% of AISD LPAC chairs will access the online binder to support staff and/or teachers with a focus on utilizing TELPAS proficiency level descriptors (PLDs), ELL Accommodations based on spring PLDs.	**Q2 Goal:** By the end of January, 100% of BE/ESL Compliance Coordinators will develop and follow a targeted rotation campus visit calendar to meet with LPAC Chairs and support with TELPAS PLDs and advancing ELL language proficiency levels.	**Q3 Goal:** By the end of March, 100% of targeted schools (based on Dept. of ELLs data of trends and causal factors) will receive support via planning and interventions for ELLs from district specialists.	**Q4 Goal:** Based on students who have been in US schools 5 years or more, 2016 TELPAS results will show a 10% reduction in the number of students rated at the beginning/intermediate level.

Q1 Interventions **Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).**	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Train LPAC Chairs on using TELPAS results to differentiate instruction. Online binder will also include accessing information on Accountability documents for their campus and sharing with teachers. The binder also houses state LPAC along with TEA TETN presentations (TEA Network and Accountability Updates).	1) Provide campuses with the names of long term ELLs. Provide professional development for LPAC chairs on how to conduct "Monitoring LPACs", and to search for patterns/trends and interventions at their respective campuses. Analyze MOY data from targeted schools with high number of long term ELLs.	1) Identify trends in the TELPAS data and identify causal factors that challenge the advancement of ELLs in English language acquisition at targeted schools.	1) Review 2016 TELPAS data. Create a plan of action for 2016-17 for students in US school five or more years.
2) Analyze TELPAS data to identify campuses in need of advancing ELLs who have been in US schools 5 or more years from beginning or intermediate to advanced and advanced high.	2) Continue to support new teachers on using TELPAS results and proficiency level descriptor (PLD) to differentiate instruction.	2) Continue to provide assistance to teachers at targeted schools to plan for differentiated instruction based on their students' language proficiency levels	2) Provide campuses with TELPAS results of ELLs who have been in U.S. schools for 5 or more years.
3) Provide professional development on sheltered instruction and ELPS to targeted schools. Support new teachers on using TELPAS results and proficiency level descriptors (PLD) to differentiate instruction.	3) Create and provide campus an updated "ELL Campus Profile" with data related to PBMAS.	3) Identify targeted schools to begin TELPAS training of trainers. Dept. of ELLs will support campuses with planning and designing interventions for ELLS.	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) Sign in sheets and Agenda	1) Agendas Google Doc PD log from campus visitation dates/topics HCP registration	1) Trends in TELPAS data for causal factors on English Causal factors for students not advancing in their language proficiency/acquisition	1) 2016 TELPAS data Plan of action
2) TELPAS data List of identified campuses	2) TELPAS data Sign-in sheets/agendas on proficiency level descriptor (PLD) matrix from LPAS	2) Agendas, Sign In sheets from meeting with teachers	2) Campus TELPAS data
3) Sign in sheets Agenda New teacher PD outline on PLDs	3) ELL Campus Profiles	3) TELPAS TOT campus list	3)
4)	4)	4)	4)

District Name:	Austin ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

Problem Statement 9:	Based on PBMAS and System Safeguards, student data shows the need to increase Writing performance across the district based on STAAR ESL Writing grade 7 (32.9%), LEP (not served in BE/ESL) Writing grade 7 (46.7%), Title 1 Writing grades 4/7 (55.2%), and Special Education Writing grades 4/7 (26.2%).	Annual Goal:	Austin ISD will reduce the percentage of non proficient students on 2016 STAAR Writing by 15% as compared to 2015.
Root Cause 9:	Teachers lack content knowledge with regard to grammar and mechanics. Grammar and mechanics are not being explicitly taught, and students are not being required to apply what is learned in their actual writing/compositions.	Strategy:	The Language Arts Team will provide training and coaching to support identified campuses (≤ 70% passing on 2014-15 STAAR 4th and 7th grade Writing) by implementing a consistent model of writing that includes explicit grammar and mechanics instruction.

Index Number:	☐ Not Applicable ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☑ 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 ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☑ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this Root Cause impact the index/indicator/CSF?	Enhancing the knowledge and skills of teacher understanding regarding grammar and mechanics will increase student performance in writing and will improve teacher quality of instruction.

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: By the end of the first quarter, 100% of AISD campuses will focus on the explicit teaching of mechanics and grammar writing TEKS and application within student compositions.	**Q2 Goal:** By the end of January, Austin ISD will reduce the percentage of non proficient students on 4th and 7th grade 2015 Writing by 15% on MOY I as compared to 2014.	**Q3 Goal:** By the end of March, Austin ISD will reduce the percentage of non proficient students on 4th and 7th grade 2016 Writing by 15% on adapted STAAR release as compared to 2015.	**Q4 Goal:** By the end of June, Austin ISD will reduce the percentage of non proficient students on 4th and 7th grade 2016 Writing by 15% on STAAR release as compared to 2015.

Q1 Interventions **Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).**	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Develop scope and sequence for teaching 4th grade grammar and mechanics TEKS. Embed the scope and sequence within the CRMs.	1) Provide professional development sessions for 4th grade writing teachers which focus on grammar and conventions and revision/editing on 2015 STAAR Writing. Provide PD for instructional coaches on writing instruction via regular participation in middle school ELA PLCs.	1) Provide professional development sessions for 4th grade writing teachers which focus on grammar and conventions and revision/editing on 2015 STAAR Writing. Provide feedback and recommendations based on walkthroughs. Provide PD for instructional coaches on writing instruction via regular participation in middle school ELA PLCs.	1) Begin to review and analyze STAAR Writing data.
2) Allocate a defined time within the daily schedule for writing instruction.	2) Conduct walkthroughs at targeted schools to ensure evidence that the conventions of writing are being explicitly taught.	2) Conduct walkthroughs at targeted schools to ensure evidence that the conventions of writing are being explicitly taught.	2) Develop an action plan for 2016-17 in response to the data.
3) Require identified campuses (based on PBMAS indicators) to attend the Region 13 "ELL Writing Cohort" that will focus on supporting ELLs in language arts including grammar and mechanics.	3) Continue to monitor attendance for identified campuses to ensure teachers are attending "ELL Writing Cohort". District LA/ESL specialists will attend PD and monitor classroom implementation through the online cohort community (Padlet and/or Google Communities). Identify teachers in need of additional support (based on 7th grade MOY I Writing results and lack of evidence using instructional strategies in the classroom).	3) Continue to monitor attendance for identified campuses to ensure teachers are attending "ELL Writing Cohort". District LA/ESL specialists support will attend PD and monitor classroom implementation through the online cohort community (Padlet and/or Google Communities). Provide professional development to instructional coaches (based on identified teachers in Q2) through vertical PLCs based on identified needs from MOY I.	3)
4) Provide Thinking Maps training for Title 1 middle schools across all content areas.	4) Implement Thinking Maps materials in Title 1 middle schools across content areas and provide Write from the Beginning and Beyond professional development.	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) Austin ISD developed scope and sequence for teaching 4th grade grammar and mechanic writing TEKS (embedded within the CRMs).	1) Agendas, sign in sheets of monthly, half-day 4th grade professional development sessions. 7th grade ELA PLC Agendas and sign in sheets	1) Agendas, sign in sheets of monthly, half-day 4th grade professional development sessions. 7th grade ELA PLC Agendas and sign in sheets	1) Data analysis
2) Daily schedules	2) Documentation from walkthroughs	2) Documentation from walkthroughs	2) District Writing Plan for 2016-17
3) HCP Sign-in sheets	3) HCP Sign-in sheets. Campus walkthroughs that support evidence of implementation based on strategies learned from cohort. Provide campus coach the list of identified teachers in need of additional support	3) HCP Sign-in sheets. Campus walkthroughs that support evidence of implementation based on strategies learned from cohort. Sign-in sheet from verticle team PLCs	3)
4) Thinking Maps PD sign-in sheets	4) Write from the Beginning and Beyond sign in sheets	4)	4)

FIR Sustainability Questions
If your campus is identified as formerly Improvement Required (FIR), please answer the following questions (before March 10, 2016)

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>