

LEA Name:	Longview ISD
Campus Name:	Forest Park Magnet School

Needs Assessment Summary and Improvement Plan

Definition/Purpose: After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:

Step 1: Clarify and prioritize problem statements
 Step 2: Establish the purpose of assessing root causes and establish the team
 Step 3: Gather data
 Step 4: Data analysis
 Step 5: Root cause analysis

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

Problem Statements (PS): <i>Problem statements are carried over from Section V of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	The number of students scoring Advanced Level III must be increased.	is occurring because of Root Cause #1	Root Cause 1:	Lack of rigorous instruction in the content areas.
	PS 2:	Sufficient progress is not being made with diverse student groups, including ELLs, SPED, and ECD.	is occurring because of Root Cause #2	Root Cause 2:	Limited Vocabulary and background knowledge.
	PS 3:		is occurring because of Root Cause #3	Root Cause 3:	
	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	
	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:	

Identified and Prioritized Root Causes:
 It is important to prioritize your Root Causes so that your improvement plan is targeted and focused. Although a Campus IP/District IP is critical to overall success, the targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard, or PBM indicator and ensure those are your prioritized Root Causes.

If the district or campus would like to identify more than 10 Root Causes contact the support specialist assigned to the review.

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

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

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Root Cause 1:	Lack of rigorous instruction in the content areas.		
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Annual Goal:	15% of the students will score Advanced Level III across all content areas in all grade levels
		Strategy:	Implement structured, focused, system wide, vertical PLCs to plan rigorous instructional str
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this Root Cause impact the index/indicator/CSF?	Systemic planning in structured, focused, vertical PLCs will equip teachers with effective rig strategies that engage students in critical thinking activities. As students increase their ability analyze, they will master more of the content and be able to think of different solutions to dif situations. Teachers will share effective strategies, analyze data for strong and weak areas strategies, and develop innovative ways to present content to their classes to continuously e academic conversations. By working vertically, teachers will ensure that each teacher will o supportive, and process standards that are critical for his/her grade level and subject. Expe be higher, causing them to achieve at higher levels.

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:	3% of the students will score Advanced Level 3 in all subject areas across all grade levels.	Q2 Goal:	9% of the students will score Advanced Level 3 in all subject areas across all grade levels.	Q3 Goal:	15% of the students will score Advanced Level 3 in all subject areas across all grade levels.	Q4 Goal:	15% of the students will score Advanced Level 3 in all subject areas across all grade levels.
Interventions:		Interventions:		Interventions:		Interventions:	
<p style="color: red; font-weight: bold;">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.</p>	Implement the STAAR4Ward Leading the Learning Series. Identified Instructional Team - attended STAAR 3DI. Established the PLCs including creating the structure.	1) Leading the Learning Series - Adapting Intervention Implement Instructional Modeling in the PLCs. Implement Job Embedded Staff Development - Learning Walks Video reflections of Teachers. Using Recent Curriculum unit assessment data - additional students may be identified for math, reading, and writing intervention classes. Implement these classes.	1) Leading the Learning Series - Engaged Review Assess using the district Developed simulations all tested subject areas. Use data to impact instruction.	1) Leading the Learning Series - Analyzing Assessments. Provide Campus Simulation Assessment. Conduct Data Talks.	1) Leading the Learning Series - Encouraging Success Targeting students for interventions. In PLCs review tutorial schedules. Review interventions being used and adjust according to students' needs.	1) Leading Learning Series - I Analyze student achievement interventions. Decide if the replaced.	
	Leading the Learning Series - Creating the Focus - Using the Heatmaps to identify Focus SE s for every content area. Identified the Highly tested Process standards. Identified Fine Arts Teachers and developed content areas that they would support.	2) Leading the Learning Series - Analyzing Assessments. Provide Campus Simulation Assessment. Conduct Data Talks.	2) Leading the Learning Series - Encouraging Success Targeting students for interventions. In PLCs review tutorial schedules. Review interventions being used and adjust according to students' needs.	2) Leading the Learning Series - Encouraging Success Targeting students for interventions. In PLCs review tutorial schedules. Review interventions being used and adjust according to students' needs.	2) Evaluating programs - Gatt / Teacher Surveys).		
	Leading the Learning Series - Planning Instruction Using the Focus SEs - Highly tested process skills - determined that they would be taught/used at least 3 times per week in Social studies and Science vertically grades 6-8.	3) Leading the Learning Series - Pacing. Analyze pacing of content in PLCs and adjust to meet needs of students through acceleration and enrichment. Develop tutorial schedules where necessary.	3) Leading the Learning Series - Thinking Ahead. Analyze common assessments in PLCs to determine if rigor matches STAAR questions.	3) Leading the Learning Series - Thinking Ahead. Analyze common assessments in PLCs to determine if rigor matches STAAR questions.	3) Evaluate PLC processes u adjustments for 2015-2016		
	Leading the Learning Series - Organizing Intervention . Students in Met Phase- 2 - Advanced Academic Performance were placed in Pre-AP ELA, Math, and 8th grade science increasing the number of students participating in these classes by 50%.	4) Implement Vocabulary - Use Lead4Ward (Eguide) in implementing Academic vocabulary and other resources. Include Vocabulary Dialogue and sharing in PLCs. (Every teacher will be required to model and share research based instructional strategies and show evidence of implementation.	4) Share data/student work in PLCs from students who are progressing at or toward Advanced Level III. Continue enrichment tutorials to work with Quintile Levels IV and V to reach Advanced Level III. Review student work; model high level student work with higher achieving students.	4) Share data/student work in PLCs from students who are progressing at or toward Advanced Level III. Continue enrichment tutorials to work with Quintile Levels IV and V to reach Advanced Level III. Review student work; model high level student work with higher achieving students.	4) Analyze STAAR data - esp made by ECD, African Am students.		
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data was collected to monitor	
1) Sign-in sheets for Staar4Ward webinars; sign-in sheets for PD at Region 7; PLC structure sheet, agendas, and minutes	1) Sign-in sheets for Staar4Ward webinars; Learning walks video and reflections; Tekscore data; class rosters for math, reading, and writing intervention classes	1) Sign-in sheets for Staar4Ward webinars; DMAC instructional reports; lesson plans	1) Student data from common simulation				

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heatmaps; list of highly tested process standards (curriculum notebook); list of Fine Arts teachers and areas they will be assisting 2)	Sign-in sheets for Staar4Ward webinars; Campus simulation data in DMAC; data talk records 2)	Sign-in sheets for Staar4Ward webinars; PLC agendas and minutes; lesson plans 2)	Parent, student, teacher su 2)
lesson plans; curriculum notebook 3)	Sign-in sheets for Staar4Ward webinars; PLC agendas and minutes; edited pacing guides; edited tutorial schedules 3)	Sign-in sheets for Staar4Ward webinars; TEKSORE data; questions from common assessments; PLC agendas and minutes 3)	PLC surveys; edited PLC p 3)
class rosters for Pre-AP ELA, math and 8th science 4)	Sign-in sheets for Staar4Ward webinars; E-Guide for vocabulary; PLC agendas and minutes; 4)	PLC agendas and minutes; tutorial schedules; lesson plans 4)	2015 Accountability Summ 4)

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End of Quarter Reporting			
Q1 Report <i>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.</i>		Q2 Report	
Q3 Report		Q4 Report	
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.	
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?	
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.	
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?	
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.	
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?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen Annual Goals
			<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning Training
			<If there are other factors or additional explanation here>

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Root Cause 2:	Limited Vocabulary and background knowledge.		
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Annual Goal:	20% of the overall student population will advance at least 1 Phase-in level from the Phase I
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	Strategy:	Create a system for structured interventions and focused enrichment to meet the needs of
		How will addressing this Root Cause impact the index/indicator/CSF?	Identify the students who could benefit from targeted instruction to improve the overall pass increase the number of students scoring at Phase-in Level II on more than one assessment. I research based instructional strategies. Provide a form of teacher accountability. Create a between teachers and grade levels. Build a culture or climate for high expectations.->
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: 4% of the students will advance at least 1 Phase-in level from the Phase in Template	Q2 Goal: 10% of the students will advance at least 1 Phase-in level from the Phase-in Template	Q3 Goal: 10% of the students will advance at least 1 Phase-in level from the Phase-in Template	Q4 Goal: 20% of the students will advance at least 1 Phase-in level from the Phase-in Template
Interventions:	Interventions:	Interventions:	Interventions:
<p>1) Implement reading and math intervention classes. Students will be identified using the Quintile reports. Heatmaps and Focus SEs were identified and used for planning and interventions.</p> <p>2) Implement Community and parent involvement activities. Schedules in the park. Teacher Start of School Community Walk. Parent meetings to discuss STAAR reports and Skyward student access. Partners in Prevention and PTA.</p> <p>3) Re-address staffing patterns- 6th grade SPED teacher meets with 8th grade SPED classes to ensure that all SPED students are support in ELA and Math. Teachers were moved according to campus and grade level strengths.</p> <p>4) Provide Professional development in very specific areas - ELA teachers were certified in ESL. Plan to provide SIOP training to those teachers who are new and who may not have been trained. Differentiated instruction training. Learning in the fast lane - book study was conducted campus wide. Content areas teachers had specific concentrated staff development during the summer. One Teacher per grade level was trained in GT. Two administrators were trained at AIE conference. ESL teacher received specialized writing training. Teachers will attend Marget Kilgo training (All Content)</p>	<p>1) Analyze campus assessment data including Heatmaps and focus SEs. Revamp intervention classes.</p> <p>2) Implement Flexible Friday schedules for grade 8 students which will increase science and social studies instructional time.</p> <p>3) Writing in the core content classes. One Required Writing piece is required every 6 weeks in ELA classes for 6th and 8th grade, 7th grade is required to have 2. Continue to implement Drop Everything and Write (DEW) day (1 X per semester). Every subject area will be required to have one response to text question on every assessment that is given. It would follow the EOC English 1 writing in response to text and rubric.</p> <p>4) Implement a structured vocabulary framework which includes vocabulary identification, intensive vocabulary instruction and targeted instructional methods such as word walls.</p>	<p>1) Review STAAR Data and heatmaps and plan for instructional interventions.</p> <p>2) Continue Flexible Friday Schedule revamp as needed.</p> <p>3) Continue Writing and DEW day as defined in previous Quarter</p> <p>4) Continue Vocabulary framework as defined in previous quarter.</p>	<p>1) Evaluate student progress</p> <p>2) Evaluate Flexible Friday S</p> <p>3) Evaluate writing and DEW</p> <p>4) Evaluate vocabulary frame</p>
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor
1) Class rosters; Quintile reports; Heatmaps; Focus SEs	1) Heatmaps; Focus SEs; class rosters	1) STAAR data; heatmaps; lesson plans	1) STAAR data from Pearson

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.

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2)	Parent notices; news releases; sign-in sheets	2)	Master schedule	2)	Master schedule	2)	Flexible Friday evaluation
3)	Master schedule	3)	Writing artifacts; common assessments; lesson plans	3)	Writing artifacts; common assessments; lesson plans	3)	Writing and DEW evaluatic
4)	Sign-in sheets for various PDs;	4)	Vocabulary framework	4)	Vocabulary Framework, lesson plans	4)	Vocabulary Framework ev

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End of Quarter Reporting

Q1 Report <small>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.</small>		Q2 Report		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	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning Training	<If there are other factors or additional explanation here>
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Root Cause 3:			
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ? <enter text> Strategy: ? <enter text>
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		How will addressing this Root Cause impact the index/indicator/CSF? ? <enter text>

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Interventions by Quarter							
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
?		?		?		?	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Interventions:		Interventions:		Interventions:		Interventions:	
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.		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
		4)		4)		4)	
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data was collected to monitor	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 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.							
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							

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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?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning Training	<If there are other factors or additional explanation here>
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Root Cause 4:					
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal:	?	<enter text>
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		Strategy:	?	<enter text>
			How will addressing this Root Cause impact the index/indicator/CSF?	?	<enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:	?	Q2 Goal:	?	Q3 Goal:	?	Q4 Goal:	?
Interventions:		Interventions:		Interventions:		Interventions:	
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.		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
		4)		4)		4)	
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data was collected to monitor	
1)		1)		1)		1)	
2)		2)		2)		2)	

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3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <i>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.</i>		Q2 Report		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	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning Training	<If there are other factors or additional explanation here>
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Root Cause 5:	
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers
Annual Goal:	? <enter text>
Strategy:	? <enter text>
How will addressing this Root Cause impact the index/indicator/CSF?	? <enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
? Q1 Goal:	? Q2 Goal:	? Q3 Goal:	? Q4 Goal:
Interventions:	Interventions:	Interventions:	Interventions:

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<p style="color: red; font-size: small;">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.</p>		1)		1)		1)
		2)		2)		2)
		3)		3)		3)
		4)		4)		4)

What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data was collected to monitor	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
<p style="color: red; font-size: small;">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.</p>							
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	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning Training	<If there are other factors or additional explanation here>
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Root Cause 6:	
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress
	Annual Goal: ? <enter text>

LEA Name: Longview ISD			
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Needs Assessment Summary and Improvement Plan			
<input type="checkbox"/> INDEX 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Strategy: <input type="text" value="<enter text>"/>		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems <input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this Root Cause impact the index/indicator/CSF? <input type="text" value="<enter text>"/>		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
<input type="text" value="?"/>	<input type="text" value="?"/>	<input type="text" value="?"/>	<input type="text" value="?"/>
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Interventions:	Interventions:	Interventions:	Interventions:
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.	1)	1)	1)
	2)	2)	2)
	3)	3)	3)
	4)	4)	4)
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)
End of Quarter Reporting			
Q1 Report <i>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.</i>	Q2 Report	Q3 Report	Q4 Report
Are you on track to meet the annual goal? <input type="text" value="Select"/>	Are you on track to meet the annual goal? <input type="text" value="Select"/>	Are you on track to meet the annual goal? <input type="text" value="Select"/>	Are you on track to meet the annual goal? <input type="text" value="Select"/>

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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?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning Training	<If there are other factors or additional explanation here>
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Root Cause 7:					
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ?	<center text>	
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		Strategy: ?	<center text>	
			How will addressing this Root Cause impact the index/indicator/CSF? ?	<center text>	

Interventions by Quarter

	Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: ?		Q2 Goal: ?	Q3 Goal: ?	Q4 Goal: ?
Interventions:		Interventions:	Interventions:	Interventions:
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.		1)	1)	1)
		2)	2)	2)
		3)	3)	3)

LEA Name:	Longview ISD
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Needs Assessment Summary and Improvement Plan

		4)		4)		4)	
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data was collected to monitor	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <i>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.</i>		Q2 Report		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	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning Training	<If there are other factors or additional explanation here>
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Root Cause 8:					
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ?	<enter text>	
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesign School Calendar		Strategy: ?	<enter text>	
			How will addressing this Root Cause	<enter text>	

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Needs Assessment Summary and Improvement Plan

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?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning Training	<If there are other factors or additional explanation r here>

Root Cause 9:					
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ?	<enter text>	
			Strategy: ?	<enter text>	
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		How will addressing this Root Cause impact the index/indicator/CSF? ?	<enter text>	

Interventions by Quarter

	Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: ?		Q2 Goal: ?	Q3 Goal: ?	Q4 Goal: ?
Interventions:		Interventions:	Interventions:	Interventions:
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.		1)	1)	1)
		2)	2)	2)
		3)	3)	3)
		4)	4)	4)
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor
1)		1)	1)	1)
2)		2)	2)	2)

LEA Name:	Longview ISD
Campus Name:	Forest Park Magnet School

Needs Assessment Summary and Improvement Plan

3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <i>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.</i>		Q2 Report		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

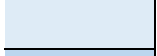
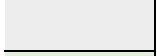
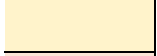
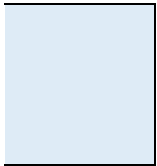
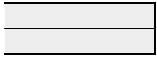
Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning Training	<If there are other factors or additional explanation here>
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Root Cause 10:	
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers
Annual Goal:	<input type="text" value="?"/>
Strategy:	<input type="text" value="?"/>
How will addressing this Root Cause impact the index/indicator/CSF?	<input type="text" value="?"/>

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
<input type="text" value="?"/>	<input type="text" value="?"/>	<input type="text" value="?"/>	<input type="text" value="?"/>
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Interventions:	Interventions:	Interventions:	Interventions:

LEA Name: Longview ISD		Campus Name: Forest Park Magnet School	
Needs Assessment Summary and Improvement Plan			
<p style="color: red; font-size: small;">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.</p>		1)	
		2)	
		3)	
		4)	
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
1)		1)	
2)		2)	
3)		3)	
4)		4)	
End of Quarter Reporting			
Q1 Report <i>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.</i>		Q2 Report	
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.	
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	<p>If YES, to what do you attribute your success?</p> <p>If NO, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen Annual Goals
			<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning Training
			<If there are other factors or additional explanation here>



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